

Iowa CASA Advocate Pre-Service Training

Iowa Child Advocacy Board

Module 2
Child Advocacy
Fundamentals

In-Person



FACILITATOR NOTES**Module 2: Introduction**

Equipment/Supplies

- Projector and screen / laptop
 - Easel, pad and markers
 - Tent cards
 - Slide: *ICAB – Pre-Service Training*
 - Slide: *Learning Outcomes*
 - Slide: *Agenda*
-

What you should know

- 20 minutes for this topic.
 - It is important to help everyone feel comfortable, so create a friendly atmosphere. People are better learners when they are relaxed. Emphasize how important the session is for understanding the fundamental aspects of their new role and will require everyone's full participation.
 - It is more effective if the group calls upon participants who are not following the Ground Rules. This emphasizes that the rules belong to the group and not the facilitator. However, the facilitator should step in if the Ground Rules are not being followed.
 - This training module can be delivered in two sessions if needed.
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What to say/do

- Welcome everyone to the session and introduce yourself. Share “housekeeping” items (restrooms, parking, snacks, etc.). Explain manual (red box-what Advocate needs to know, etc.).
- Invite participants to write their name on a tent card with a marker if not already completed.
- Ask participants to introduce themselves. You may use an ice breaker such as, “Please tell us your name and why you volunteered to be a CASA Advocate,” or “Please share one thing you love to do.” The icebreaker should be low key because most of the participants will not know each other and will not yet be at ease.
- Explain the value of establishing ground rules (sometimes called norms or operating agreements). Post these starting ground rules on a flip chart page for group consideration, and add any others agreed to by the group.
 - provide guidelines for expected group behavior
 - keep the group on track
 - be respectful of each other
 - feel comfortable expressing their opinions
 - ensure that the workshop sessions begin and end on time
 - build cohesiveness of the group
- Solicit ground rule ideas from the group and record on a flip chart. Once the list is completed, ask the participants for their comments and ideas for any improvement or clarification. Ask if everyone agrees to the rules and is willing to abide by them. When the agreement is reached, explain that all participants are responsible to help ensure that everyone follows the agreed upon ground rules. Ensure confidentiality is discussed.
- Post ground rules in a prominent place and reference them each day at beginning / as needed.
- **CUE SLIDE:** Share the *Learning Outcomes* for the session. Explain that the purpose of today's session is to learn the key components of the Advocate role: the juvenile court process, the key parties in child welfare and juvenile court cases, an introduction to relevant federal laws and to a case file.
- **CUE SLIDE:** *Agenda*. Share that the agenda also includes discussion around the principles and concepts that guide CASA Advocate work and about child abuse and neglect. Ask if there are any questions about what you plan to accomplish in this session.

Learning Outcomes:

- Identify the four key components of the Advocate role.
- Identify the relevant federal laws that guide child advocacy work.
- Identify the key parties involved in a juvenile court case and describe the role of each party.
- Describe how a case moves through the juvenile court process from case assignment to case closure.
- Demonstrate how to complete an initial Advocate Case Action Plan.

Agenda

1. Welcome, Introductions, Learning Outcomes and Ground Rules
2. Skills & Perspective Pre-Assessment Review
3. Child Advocacy Principles and Concepts
4. Development of Child Abuse and Neglect Laws
5. Role of Key Parties in a Child Welfare Case
6. Introduction to Federal Laws
7. Juvenile Court Process
8. Introduction to a Case File using Myers Case Study
9. Wrap Up, Evaluation and Preparation for Module 3



FACILITATOR NOTES**Module 2: Introduction**

Equipment/Supplies:

- “Parking Lot” sheet on the wall
 - Slide: *The Advocate’s Voice*
 - Completed Pre-Assessments
-

What you should know

- This session provides an opportunity for participants to feel inspired, knowing they can make a difference in the lives of children. The Advocates’ inspiration comes through discussion and the connections that you, the facilitator, make between the history of advocacy, the laws, and the protection of children. Make the children “real” for the participants. Empathizing with children will help Advocates grasp the urgency and importance of their role.
 - Your goal, as the facilitator, is to establish the tone for the training and create a positive learning environment. This includes, but is not limited to:
 - Inclusivity – participants feel it matters that they are present.
 - Motivation – participants have the opportunity to identify their motivation for volunteering and attending the training (identify their need for learning).
 - Safety – participants feel they can ask questions, share opinions, and explore values.
 - Inspiration – participants feel inspired about their contribution to child welfare.
 - Burning questions – participants have the chance to ask pressing questions that free them to be attentive and involved.
 - Ground rules – participants understand the operating norms/expectations for training.
 - Using the Parking Lot has multiple advantages: it keeps people focused; it affirms member input; it identifies other issues that are important to members and it helps to keep the group within the time limits set for the session.
 - The results of the Skills and Perspective Pre-Assessment should be a guide throughout the pre-service training. By learning their strength and development areas, you can get a better feel for the needs of the learners.
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What to say/do

- Explain the purpose of the “Parking Lot” sheet posted on the wall as a place to write topics or questions that anyone would like to discuss at a later time. The items that should be placed on this sheet are of interest to the individual, or possibly the whole group, but do not add value to the current discussion i.e. off-topic. It is important, after the session, to follow-up with the individuals who raised the issue that was placed on the Parking Lot. Alternatively, if it is an issue affecting the whole group, set a time to discuss the topic with everyone. Follow-up information via email could be beneficial.
- **CUE SLIDE: Play Video (4:14): *The Advocate’s Voice*** - Gene Boldt’s video. What did they hear from Gene that they found interesting? Key points to bring out include :
 - Being a CASA Advocate is a commitment you make to a child for the duration of the case.
 - You don’t know how a case will turn out when you become involved.
 - You work together with a team to help a child.
 - You will have support and guidance from staff (Coach or Coordinator).
 - Gene mentioned that report writing is an area he needed help with when he became an Advocate. This is a good lead into asking participants to recall the Advocate Skills and Perspective Pre-Skill Assessment they completed at the interview.
- **ACTIVITY:** Pass out Skills and Perspective Pre-Assessments to the participants. Explain as the Advocates continue this learning journey, it is important to look at their own growth and development. Ask participants to: share your strongest skill area (investigate, facilitate, advocate, monitor or perspective) and identify one area you believe needs the most development. Collect the Pre-Assessments when finished with the discussion, explaining that in Module 6 participants will complete a Post Skills and Perspective Assessment to see if growth has occurred.

Introduction

This four hour pre-service training continues to provide you the opportunity to acquire the skills, knowledge, and attitudes needed to be a CASA Advocate - an advocate for the children who find themselves involved in the court system through no fault of their own. The children with whom you will work are victims of child abuse and neglect, and many of them are in foster care. They need a “voice in court” in order to find a safe, permanent home quickly - whether that means returning to a parent or being adopted. As an Advocate, you will provide that voice, sharing with the court both the child’s wishes and your recommendations about what is in that child’s best interest. It is important work that requires the commitment of your time, your energy, and your heart.

Iowa needs excellent Advocates. Pre-service training is designed to model values important to your advocacy work, including autonomy, respect for differences, responsibility, self-awareness, collaboration, and critical thinking.

The purpose of today’s session is to discuss the principles and concepts that guide your advocacy work and then move into the key components of the Advocate role, the juvenile court process and the key parties in child welfare and juvenile court cases.

ACTIVITY: Pre-Assessment Review

Refer to the Advocate Skills and Perspective Pre-Assessment you completed at your interview. The facilitator will pass these out. In large group:

1. Share your strongest skill area (investigate, facilitate, advocate, monitor or perspective).
2. Identify one area you believe you need the most development.

FACILITATOR NOTES**Module 2: Principles and Concepts**

Equipment/Supplies

- Slide: *Principles and Concepts*
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What you should know

- 20 minutes for this topic
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What to say/do

- **CUE SLIDE:** *Principles and Concepts*
- Best Interest - You may want to begin this section by asking participants, “How many of you have children? Then ask, “Who decides what’s best for your children?” This anchors the information in this section to their experience. The child protection system intervenes in families’ lives when parents cannot or will not protect and provide for their children.
- Refer to the principle of “best interest” that they learned about in Module 1. It is best described as the following:
~ A safe home. ~ A permanent home. ~ As quickly as possible. “Safe.Stable.Soon” Highlight some of the questions Advocates should ask themselves throughout a case as identified on page 3.
- Minimum Sufficient Level of Care - Some participants may benefit from a visual representation of the MSLC standard. One way to do this is to list on a flipchart some of the things parents can provide for children, with the most basic toward the bottom and growing less necessary as you move toward the top. For instance, food, shelter, and clothing might appear toward the bottom, and dance lessons, summer camp, and video games toward the top. Ask participants to identify where MSLC starts and stops, and use their answers as a starting point for discussion.
- Note that Minimum Sufficient Level of Care (MSLC) standards are based on state and federal definitions but that elements of MSLC, such as commonly accepted child-rearing practices and reasonable limits, will vary from place to place. Local judges need to make difficult determinations according to community standards.
- Minimum sufficient level of care is a standard that describes what must be in place for the child to remain in his/her home. The same standard is also used to determine whether or not parents have made sufficient progress so that a child can be safely returned to the family home. MSLC is determined by a number of factors, each of which must be looked at specifically in relation to the case at hand.
- Many children you serve as an Advocate will go home. It is your role to advocate for the services necessary so the child can go home safely. If the child cannot be returned home safely, what is in the child’s best interest? This is not an easy question to answer.

Principles and Concepts that Guide Child Advocacy

Recall the foundational concepts to consider when working as an Advocate from your reading in Module 1: Introduction.

1. **Best Interest** – You will hear this term used a lot in meetings and in the court room. Judges use the “*best interest of the child*” standard when making their decision in child abuse and neglect cases. There has been a long debate about the meaning of “*best interest of the child*,” and though many books have been written on the subject, there is still no concise legal definition for this standard.

As an Advocate, think about the following questions throughout your case assignment:

1. Is the child safe?
2. Is the child’s unique culture being respected?
3. What are the special needs of the child?
4. Is the child’s sense of time being honored?
5. Is the child receiving the emotional nurture necessary for healthy brain development?
6. Can this child speak for him/herself?
7. Should the child be present in court?

2. **Why the Minimum Sufficient Level of Care (MSL) Standard is used.**

Minimum sufficient level of care is a standard that describes what must be in place for the child to remain in his/her home. The same standard is also used to determine whether or not parents have made sufficient progress so that a child can be safely returned to the family home. MSLC is determined by a number of factors, each of which must be looked at specifically in relation to the case at hand.

Many children you serve as an Advocate will go home. It is your role to advocate for the services necessary so the child can go home safely. If the child cannot be returned home safely, what is in the child’s best interest? This is not an easy question to answer.

FACILITATOR NOTES**Module 2: Principles and Concepts**

What to say/do

- Explain that ongoing communication with DHS caseworker and parents is essential to understanding what changes need to occur in order for the parent to be able to meet the minimum sufficient level of care for the child/ren.
- Reiterate the key questions, outlined on page 4 in their manual, Advocates need to consider as they gather information and make recommendations in the best interest of the child.

As an Advocate, you start with the assumption that a child's family is usually the best setting for raising and nurturing that child. This is true even if the family's lifestyle, beliefs, resources, and actions are radically different from yours. As long as the child's family meets or can be helped to meet the minimum sufficient level of care required for the safety of that child, the child belongs with his/her family.

Although the MSLC is unique for each child, there are commonalities in nearly all situations. The factors to consider in establishing what the MSLC is for a particular child include those that relate to:

1. The Child's Needs in areas of:
 - Physical care
 - Emotional well-being
 - Development
2. Contemporary Social Standards
3. Community Standards

As an Advocate, key questions to consider include:

1. Are the caregivers providing consistent care at a basic level that keeps the child safe and protected in the areas of physical, emotional and developmental needs?
2. Are the caregivers' behaviors within or outside the commonly accepted child-rearing practices in our society?
3. Are the caregivers' behaviors within or outside the commonly accepted child-rearing practices in their community?

FACILITATOR NOTES**Module 2: Principles and Concepts**

What you say/do:

- Highlight some of the reasons why the MSLC standard is used as identified on page 5 of the participant manual 1-9.

- Permanency – Ask the participants to describe their understanding of permanency based on their reading in Module 1. Describe the most permanent options available for children:
 1. Return to parent
 2. Adoption by a relative or non-relative

- Let participants know in Module 5 and 6 they will learn more about legal permanency options available to judges as defined by the Iowa Code.

The rationale for using Minimum Sufficient Level of Care as a standard includes:

1. It maintains the child's right to safety and permanence while not ignoring the parents' right to their children.
2. It is required by law (as a practical way to interpret the "reasonable efforts.").
3. It is possible for parents to reach.
4. It provides a reference point for decision makers.
5. It protects (to some degree) from individual biases and value judgments.
6. It discourages unnecessary removal from the family home.
7. It discourages unnecessarily long placements in foster care.
8. It keeps decision makers focused on what is the least detrimental alternative for the child.
9. It is sensitive across cultures.

3. **Permanency** – One of your primary goals as an Advocate is to advocate for a safe, permanent home as soon as possible, honoring the child's culture and sense of time. While there is never a guarantee of permanence, having such intentions can ensure that we are working toward a plan that supports permanence. At a very basic level, permanency means a child has a safe, stable, custodial environment in which to grow up, and a lifelong relationship with a nurturing caregiver.

There are two possible "permanent" resolutions:

1. Return to parent
2. Adoption by a relative or non-relative

A third option, while not truly "permanent," is sometimes considered as an appropriate choice when the other two options are not available to a child. It is the next best thing:

- Placement and custody or guardianship with relatives.

FACILITATOR NOTES**Module 2: Principles and Concepts**

What you should know

- Relational permanency is helping youth make connections to individuals and their community.
 - It is important for participants to understand that the primary goal is reunification (Plan A), while working simultaneously on the alternate plan (Plan B) for permanency.
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What to say/do

- Relational permanency: Explain to participants that permanency is more than just achieving legal permanency for a child. Relational permanency is helping youth make connections to individuals and their community. Highlight the areas that Advocates can focus on during the case to work toward both legal and relational permanency for children. Participants will continue to learn more about permanency throughout the training.
- Concurrent Planning (introduced in Module 1) means establishing more than one permanency goal for a child in foster care; working towards reunification of the child with the parents while at the same time establishing and working towards one or more alternative permanency options.

Concurrent planning is linked to the following positive results:

- Reduced time to achieve permanency
 - Establishing appropriate permanency goals
 - Enhanced reunification or adoption efforts by engaging parents
 - Reduced time to adoption finalization
- The separate goals focus on different people. In one, you interact primarily with the parent on resolving issues that resulted in the child's removal. In the other, you work with another family to prepare them to take the child permanently.

In addition to legal permanency, permanency also includes maintaining or establishing meaningful connections with other caring adults in the child's life (relational permanency) with family, friends, and connections to the community.

As an Advocate,

1. Understand federal laws related to permanency.
2. Support the DHS case manager in creating a concurrent plan.
3. Be aware of kin and significant others who the child has a connection with, and make sure this information is incorporated into the case plan.
4. Include a review of movement toward permanency in the child and family team process throughout the case, not just at the end.
5. In the CASA report, highlight how long a child has been out of the birth home, and indicate approaching limits.
6. When appropriate, request a ruling from the court about progress toward meeting permanency deadlines.

4. **Concurrent Planning** is an approach that seeks to eliminate delays in attaining permanent families for children and youth in foster care. Effective implementation requires comprehensive and early assessment. It involves identifying and working toward a child's primary permanent goal as Plan A (reunification with the birth family), while simultaneously identifying and working on a secondary goal as Plan B (such as guardianship with a relative or adoption by a relative or non-relative). If efforts toward the primary goal prove unsuccessful, this practice can shorten the time to achieve permanency because progress has already been made toward the secondary goal.

FACILITATOR NOTES**Module 2: Principles and Concepts**

What you should know

- Describe the benefits of concurrent planning:
 - Effective engagement, and active efforts to help parents with reunification, builds trust; while involving them in planning alternate permanency puts the responsibility where it should be...with the family.
 - Concurrent planning contributes to motivating and empowering families to utilize their resources to address both safety and permanency for their children which can lead to:
 - Fewer moves for children
 - Placement with a permanent family more quickly
 - Fewer problems of attachment and trust
 - Opportunity for changing the behavioral patterns that led to the child's removal

The benefits of concurrent planning include:

- Fewer moves for children;
- Placement with a permanent family more quickly;
- Fewer problems of attachment and trust;
- Strategies and services, matched to the needs of families, offer the best opportunity for changing the behavioral patterns that led to the child's removal.

As an Advocate,

- Given the two possible permanent resolutions to a case: 1) return to parent and 2) adoption by a relative or non-relative, your role is to encourage "concurrent planning," which means working on two plans at the same time at the onset of the case: Plan A, to return the child home and Plan B, finding an alternative permanent placement.



FACILITATOR NOTES**Module 2: Acronyms**

Equipment/Supplies

- Acronyms Bookmark
 - Slide: *Acronyms*
-

What you should know

- 5 minutes for this topic
 - Be mindful of when you use acronyms during training and ensure that you let participants know the name associated with the acronym. We often use “alphabet soup” when presenting information but must remember participants will not understand “alphabet soup” language.
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What to say/do

- **CUE SLIDE:** *Acronyms*
- Introduce basic names and acronyms that will be used throughout the training and CASA advocacy work. Highlight some of the more common acronyms that participants will encounter:
 - CINA – Child in Need of Assistance
 - CPP – Case Permanency Plan
 - DHS – Department of Human Services
 - FSRP – Family, Safety, Risk and Permanency (services)
 - GAL – Guardian ad Litem

Acronyms used in Child Advocacy

These are common acronyms you will encounter in your advocacy work.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit w/Hyperactivity Disorder
APPLA	Another Planned Permanent Living Arrangement
ASFA	Adoption and Safe Families Act
BD	Behavioral Disorder
BHIS	Behavioral Health Intervention Services
CAB	Child Advocacy Board
CAPTA	Child Abuse Prevention and Treatment Act
CASA	Court Appointed Special Advocate
CINA	Child in Need of Assistance
CPP	Case Permanency Plan
DHS	Department of Human Services
DIA	Division of Inspections & Appeals
DSM-V	Diagnostic & Statistical Manual of Mental Disorders
FAS	Fetal Alcohol Syndrome
FCRB	Foster Care Review Board
FFA	Family Functioning Assessment
FSRP	Family, Safety, Risk and Permanency
FTM	Family Team Meeting
GAL	Guardian Ad Litem
GED	General Equivalency Diploma
HiSET	High School Equivalency Test
ICWA	Indian Child Welfare Act

FACILITATOR NOTES**Module 2: Acronyms**

What to say/do

- Continue to introduce basic names and acronyms that will be used throughout the training and child advocacy work. Highlight some of the more common acronyms found in the training materials or in cases.
 - Examples:
 - IEP – Individualized Education Plan
 - IP – Interested Party
 - NOA – Notice of Acceptance by the CASA Advocate
 - TPR – Termination of Parental Rights
- Point out a series of acronyms relate to working with older youth who will transition from foster care to adulthood:
 - PAL – Preparation for Adult Living
 - SAL – Supervised Apartment Living
 - TIP – Transition Information Packet
 - TP – Transitional Planning
 - TPS – Transitional Planning Specialist (works for DHS)

IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IFAPA	Iowa Foster & Adoptive Parent Association
IFF	Individualized Family Plan (preschool children)
IP	Interested Party
LD	Learning Disorder
MEPA	Multi-Ethnic Placement Act
NOA	Notice of Acceptance
PAL	Preparation for Adult Living
PMIC	Psychiatric Medical Institute for Children
PTSD	Post Traumatic Stress Disorder
RAD	Reactive Attachment Disorder
SAL	Supervised Apartment Living
TIP	Transition Information Packet
TPR	Termination of Parental Rights
TP	Transitional Planning
TPS	Transitional Planning Specialist



It is not uncommon for child welfare professionals to speak in “alphabet soup” language. When you come across an unknown acronym in your advocacy work make sure you ask for clarification.

FACILITATOR NOTES**Module 2: Advocate Role**

Equipment/Supplies

- Slide: *Advocate Roles*
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What you should know

- 15 minutes for this topic
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What to say/do

- **CUE SLIDE:** *Advocate Roles*
- Remind participants of the four key components of the Advocate role: investigate, facilitate, advocate and monitor as outlined in Module 1.
- Explain to participants how these components fit together and what actions fall under each of the Advocate Roles in the diagram on the corresponding page.

CASA Advocate Roles

IFAM



FACILITATOR NOTES**Module 2: Advocate Roles**

Equipment/Supplies

- Slide: *Advocate Roles (same)*
 - Slide: *Roles and Responsibilities*
-

What you should know

- Encourage self-screening: Just as not every job is a good match, being an Advocate is not a good match for everyone. A participant might look at a job description and say, “This doesn’t look like my type of job.”
 - If at any point in your role as facilitator you have concerns about a particular Advocate, be sure to take that person aside and discuss your concerns. There are many ways to be involved in this work; being an Advocate is only one way. If this role is not the right fit for a participant, that person may want to look into other opportunities with the program or elsewhere for a volunteer opportunity.
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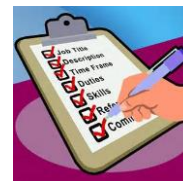
What to say/do

- Explain the key components of the Advocate role with more detail found on the corresponding page. What does it mean to:
 - Investigate
 - Facilitate
 - Advocate
 - Monitor
- **CUE SLIDE:** *Roles and Responsibilities*
 - **ACTIVITY:** (15 minutes) Ask participants to skim over pages 11 – 13, Roles and Responsibilities of an Advocate. With a partner, participant should identify the aspects of the job description (2 through 10) that fall within the key components of the Advocate Role.
 - 1, 11 and 12 do not fit neatly into one of those categories but are more related to their overall advocacy role. Emphasize #1 with the group regarding the 12 hrs of additional training each calendar year specific to the Advocate role.
- Emphasize that training is part of the screening process: Training allows the program to determine whether participants are a good fit for the program, and it allows participants to learn whether this commitment is right for them.

1. **Investigate** - you carry out an objective examination of the situation, including relevant history, the environment, relationships, and the needs of the child.
2. **Facilitate** - you identify resources and services for the child and facilitate a collaborative relationship between all parties involved in the case, helping to create a situation in which the child's needs can be met.
3. **Advocate** - you speak up for the child by making recommendations regarding the child's best interests in a written court report.
4. **Monitor** - you keep track of whether the orders of the court and the case permanency plans are carried out, and you report to the court or collaborate with DHS when any of the parties do not follow those orders and plans.

ACTIVITY: Roles and Responsibilities

1. Read through the Roles and Responsibilities of an Advocate on pages 11-13 in your manual.
2. With a partner, identify which of the responsibilities, 2 through 10, fit the four key components of the Advocate role.



Roles and Responsibilities of an Advocate

An Advocate:

1. Successfully completes all pre-training service requirements of the Iowa CASA program, as well as obtains 12 hours of additional training each calendar year specific to the Advocate role.
2. Maintains the confidentiality of all information received in the course of serving as an Advocate.

FACILITATOR NOTES**Module 2: Advocate Roles**

Equipment/Supplies

- Handout #2: *Monthly Advocate Update*
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What you should know

- It is important to ensure that participants understand their role as an Advocate and the importance of their commitment to a child throughout the life of a case.
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What to say/do

- Ask participants to point out an example of each key component:
 - Investigate (#2, 3, 4, 5)
 - Facilitate (#2, 6, 8, 9)
 - Advocate (#2, 6, 7, 8, 9, 10)
 - Monitor (#2, 5, 6)
 - 1, 11 and 12 do not fit neatly into one of those categories but are more related to their overall advocacy role.
- Emphasize the importance of the Advocate's active involvement in a case by fulfilling the job description throughout the life of a case.
 - Gathering information.
 - Attending staffings, meetings and court hearings.
 - Writing reports to the court with recommendations in the best interest of the child.
 - Maintaining contact with the CASA Coordinator/Coach on an at least monthly basis.
- Looking at page 12 of the participant manual, point out #9. Refer participants to **HANDOUT #2** in their materials, *Monthly Advocate Update*. Review the form and point out the benefits of using this tool to capture pertinent information the Advocate gathers when investigating the case. Monthly updates:
 - capture the work of the Advocate;
 - allow the Coach and Coordinator to know what is happening on the case;
 - help the Coach or Coordinator identify contacts or issues for the Advocate to pursue;
 - provide the base for writing a report to court
- Reinforce that participants will have support from a CASA Coach and/or Coordinator as they do their advocacy work.

3. Conducts an independent investigation of the child's case by maintaining regular contact with the child, child's family, Department of Human Services (DHS), service providers, attorneys, school and medical officials, and other interested parties concerning significant developments in the child's case.
4. At a minimum, conducts in-person visits with the child at least once every 30 days.
5. Collects, reviews and maintains case information regarding the case from court orders, reports to court, service provider reports, school records, physical and mental health evaluations and other written documentation filed with the Court.
6. Attends staffing, family team meetings and foster care reviews as needed.



7. Submits written reports, per program policies, for approval by the Coordinator. Reports will include recommendations to the court in the best interest of the child.
8. Attends court hearings to advocate on behalf of the child.
9. Confers regularly with the Coach/Coordinator for case consultation and to share information about all case related activities. Completes and provides Monthly Advocate Updates to the Coach/Coordinator.

Note: Where applicable, the Advocate's first point of contact is with the CASA Coach. If the local program does not have the Coach model, then you work directly with the CASA Coordinator.

FACILITATOR NOTES**Module 2: Advocate Roles**

Equipment/Supplies

- *Slide: CASA Report to Court*
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What to say/do

- Emphasize the importance of #10, and #11 on page 13.
- Regarding #12 on page 13, tell participants they will review the *Advocate Policy and Procedure Manual* later in the curriculum.
- Wrap up discussion with an emphasis that every child deserves an Advocate who is committed to advocating in their best interest on a regular and consistent basis.

Taking a closer look:

- **CUE SLIDE:** *CASA Report to Court*
 - Provide an introduction to report writing by letting the participants know that this training curriculum is designed to teach them the steps and skills they will need to write a report to court. By the time they complete their pre-service training in Module 6, they will have knowledge of how to outline a court report.

10. Is a permissive reporter of suspected child abuse for the assigned child. An Advocate will immediately contact the DHS Child Abuse Hotline (800) 362-2178 to make a report of suspected child abuse. The Advocate immediately reports the incident to the Coordinator and DHS case manager for the child.
11. Immediately notifies the Coordinator of any criminal charges lodged against the Advocate, or other occurrences which may have a detrimental effect on the CASA program.
12. Understands and complies with the policies and procedures of the CASA Advocate program. Policies and procedures will be covered in Module 6 of the training curriculum.



A Closer Look: CASA Report to Court

Writing a court report is one of the most important responsibilities of an Advocate. The court report is the official method that a Court Appointed Special Advocate uses to inform the judge about what the Advocate has learned about the child and family. Through the court report, an Advocate lets the judge know what has been happening to the child while under the court's care. The report outlines, in a standard format, what the Advocate has discovered, the information the Advocate gathered regarding the child's situation, and what the Advocate believes the court needs to do to help the child achieve a safe, permanent home.

Completing the court report does not have to be a difficult task. Using the Myers Case Study, this training is designed to teach you the steps and skills you will need to write a report to the court.

FACILITATOR NOTES**Module 2: Advocate Roles**

Equipment/Supplies

- Slide: *Relationship with a Child*
-

What to say/do

- **CUE SLIDE:** *Relationship with a Child*
- Taking a closer look: Emphasize that the Advocate's mission is advocacy, not to be a "buddy" to the child.
- Point out that developing a trusting relationship with a child helps Advocates to learn about the child's needs and wishes and to serve as a voice for the child's best interest within the child protection system and the courts.
- Highlight key components in the Advocate's Relationship with the Child
 - Have in-person contact with the child at least once every 30 days, more often if the Advocate's schedule allows and as dictated by the case.
 - Advocates do not function as the child's attorney, social worker, counselor, mentor or parental figure.
 - We advocate for services, but do not provide direct services other than advocacy. Advocates do not supervise interactions between children and parents or between siblings.
 - Emphasize that Advocates do not take children into their home, introduce them to their family members, provide shelter for the child or take the child on overnight outings. Point out the liability issues associated with doing any of these things and possible repercussions for the Advocate and child.



A Closer Look: The Advocate's Relationship with the Child

Establishing a trusting relationship with the child is one of the most important things you do as an Advocate. The ideal relationship is one that maximizes your ability to advocate successfully for the child. The following guidelines describe the parameters for your relationship and contacts with the child:

1. You have direct and sufficient contact with a child to carry out an independent and valid investigation of the child's circumstances, including the child's needs and wishes, so as to be able to make sound, thorough, and objective recommendations in the child's best interest. This contact should occur in person to provide you with firsthand knowledge of the child and his/her unique personality, abilities, and needs.
2. While social contact is permitted with the child to develop trust and a meaningful relationship, you function as an objective Advocate for the child and not as the child's attorney, caseworker, counselor, or parental figure.
3. You do not provide direct services to the child, such as supervising visitation. However, it is appropriate for you to observe interactions that occur between the child and parent(s).
4. Under no circumstances will you take the child into your home, provide shelter for the child, or take the child on an overnight outing.



Now that you have a better understanding of the roles and responsibilities of CASA Advocates, it is important to know the federal and state laws that govern the work of child welfare professionals. We will begin with an introduction to the development of child abuse and neglect laws.

FACILITATOR NOTES Module 2: Development of Child Welfare Laws

Equipment/Supplies

- Large note cards or ½ sheets of paper and markers
 - Slide: *A Historical Perspective*
-

What you should know

- 20 minutes for this topic
 - This is a good time to remind participants that some parts of the training may be difficult for them and may evoke feelings or stir up memories. It is important that they share these feelings with staff outside of training so that staff can be respectful of personal issues when assigning cases and supervising the work of Advocates.
-

What to say/do

- Prior to the activity, place large note cards on each table for use in Part 2.
- **CUE SLIDE:** *A Historical Perspective*
- Introduce participants to the history of child welfare and the story of Mary Ellen, a girl who was physically abused and neglected but authorities would not help because no laws existed in this country for the protection of children; however, animal abuse laws did exist at that time. The dedication of several people saved Mary Ellen and started the Child-Protection Movement.
- **ACTIVITY:**
 - Part 1: **Play Video** in the PowerPoint slides (5 mins)

Mary Ellen's Story

Mary Ellen's case took place in 1874. Her spirit remains with us because her case is generally regarded as the beginning of public concern for the plight of abused and neglected children.

Mary Ellen was a child whose father was dead and whose mother could not care for her because she was destitute and had to work full-time. The New York Commission of Charities and Correction placed Mary Ellen with Mary McCormack Connolly and her husband, who were to care for her and report each year on her progress. Instead, Mrs. Connolly abused her. She beat Mary Ellen, locked her in a room, rarely allowed her outside, and did not provide adequate food or clothing.

Upset by the child's screaming, a neighbor told a mission worker about Mary Ellen. The mission worker could find no one to intervene; at the time, laws protecting children were not systematically enforced.

The mission worker finally appealed to Henry Bergh, the founder and president of the ASPCA, the American Society for the Prevention of Cruelty to Animals. He took up Mary Ellen's cause and was able to persuade a judge to hear her case.

Mary Ellen was carried into the courtroom wrapped in a blanket. This is what the newspaper reported that she told the judge:



Mary Ellen Wilson 1874

My father and mother are both dead. I don't know how old I am. . . . I call Mrs. Connolly mamma. I have never had but one pair of shoes, but I cannot recollect when that was. . . . My bed at night has only been a piece of carpet stretched on the floor underneath a window. . . . Mamma has been in the habit of whipping and beating me almost every day. She used to whip me with a twisted whip—a raw hide. . . . She struck me with the scissors and cut me; I have no recollection of ever having been kissed by anyone – have never been kissed by mamma. . . . Whenever mamma went out I was locked up in the bedroom. . . . I do not want to go back to live with mamma because she beats me so.

FACILITATOR NOTES Module 2: Development of Child Welfare Laws

Equipment/Supplies

- Slide: *A Historical Perspective (same)*
 - Slide: *Abuse and Neglect*
 - Slide: *Abuse*
 - Slide: *Neglect*
-

What to say/do

- **ACTIVITY:**
 - Part 2: Ask participants to write one word on a large note card/paper to describe their feelings about Mary Ellen's story from the video.
 - Ask participants to share their words. Acknowledge that every child they are appointed to represent will come from a situation that will likely evoke feelings; as Advocates it is important to:
 - Recognize that we all have feelings
 - Identify your own personal feeling
 - Learn how to set your personal feelings aside to remain objective
- As a group, discuss the following questions:
 - Why do you think Mary Ellen's situation happened?
 - No one was monitoring Mary Ellen's care in the home.
 - There was no oversight for her care.
 - There was no training for foster parents at that time.
 - How is Mary Ellen's story different from what you read about in the Myers case?
 - Services were involved prior to the removal.
 - The school and teacher were actively involved with the family and raised concerns.
 - How is it similar?
 - Abuse/Neglect occurred to a child by a caregiver.
- Remind participants that Mary Ellen's case took place in 1874. Her spirit remains with us because her case is generally regarded as the beginning of public concern for the plight of abused and neglected children. It led to the development of child abuse and neglect laws. Mary Ellen's story is compelling and illustrates the impact that a caring and committed individual can have on the life of a child.
- **CUE SLIDE: *Abuse and Neglect*** ~ Remind participants that they read about recognizing the signs of abuse and neglect in Module 1. The law helps to outline the basic definitions of what is abuse and neglect.
- **CUE SLIDE: *Abuse*** ~ Reiterate that abuse is an act committed against another person that causes harm or injury = an act of commission. There are three types of abuse: physical, sexual and emotional. Note examples on slide.
- **CUE SLIDE: *Neglect*** ~ Reiterate that neglect is an act of failure to provide to meet a basic need = an act of omission. Note examples on slide: food, shelter, clothing, medical attention, supervision, necessary for the child's health and welfare when the caretaker has or is offered the financial means to provide this care, etc.).

Mary Ellen was removed from the people who had mistreated her. Her case stirred public attention and complaints began to pour in to Henry Bergh. So many cases of child beating and cruelty to children came to light that citizens called a community meeting and formed an association “for the defense of outraged childhood.” That association gave rise to the Society for the Prevention of Cruelty to Children, which was formally incorporated the year after Mary Ellen’s situation came to light.

ACTIVITY: Answer the following questions as a large group

1. Why do you think Mary Ellen’s situation happened?
2. How is Mary Ellen’s story different from what you read about in the Myers case? How is it similar?

Defining Abuse and Neglect

The concepts of abuse and neglect were provided in the personal study, Module 1: Introduction. It is not the Advocate’s role to determine whether or not abuse or neglect occurred. Child Protective Services will make that determination. As Advocates, you need to be aware of the difference between abuse and neglect.

There are three types of abuse:

1. Physical
2. Sexual
3. Emotional

Forms of abuse include an act of commission by someone against another person.

Neglect involves an act of omission where someone fails to provide and meet the basic needs of an individual when the caretaker has or is offered the financial means to provide this necessary care.

Each state is required to have a minimum definition for child abuse and neglect.

FACILITATOR NOTES**Module 2: Federal Laws**

Equipment/Supplies

- Slide: *Focus of Federal Laws*
-

What you should know

- 30 minutes for this topic
-

What to say/do

- **CUE SLIDE:** *Focus of Federal Laws*
- Remind participants of the video of the introduction to federal laws. As child welfare laws have progressed, their focus remains based on the same key concepts as identified in the box on page 17.

Introduction to Federal Child Abuse and Neglect Laws

Beginning in the 1970s, the United States Congress became aware (along with the rest of the nation) that the child welfare system was not adequately protecting children and their families. From a historical perspective, we are still relatively new to the concepts of protecting abused and neglected children and developing appropriate systems, methods, and programs to cope with the problems children face. Current federal regulations establish the policies for states when responding to child abuse and neglect with the focus being:

Focus of Child Abuse and Neglect Laws

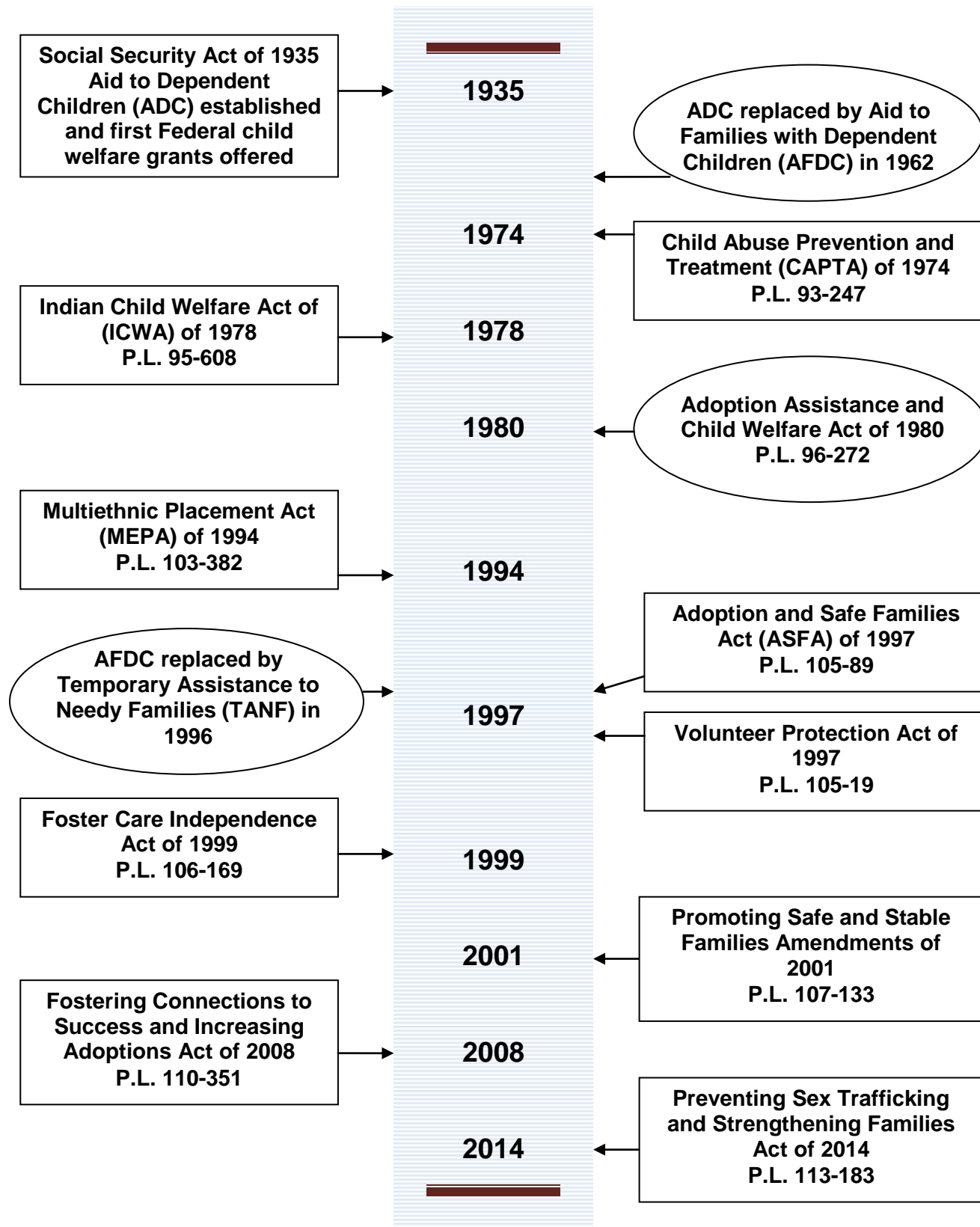
- Children are first, and foremost, protected from abuse and neglect.
- Children are safely maintained in their homes whenever possible and appropriate.
- Children have permanency and stability in their living situations.
- The continuity of family relationships and connections is preserved for children.
- Families have enhanced capacity to provide for their children's needs.
- Children receive appropriate services to meet their educational needs.
- Children receive appropriate services to meet their physical and mental health needs.

FACILITATOR NOTES**Module 2: Federal Laws**

What to say/do

- Page 18 provides a visual timeline for the enactment of major federal laws. We will take a closer look at these laws.
- Note that Public Law 96-272, Adoption Assistance and Child Welfare Act of 1980 was a response to the “foster care drift” of the 1970s where children lingered in foster care with no movement toward permanency. This law established a timeframe to look at permanency planning for children in care, as well as the concept of “reasonable efforts”. We will not cover this law in detail as a newer law provides tighter timelines for how long children can be out of parental custody before permanency is established.

Timeline of Major Federal Child Welfare Legislation



FACILITATOR NOTES**Module 2: Federal Laws**

Equipment/Supplies

- Slide: *Social Security Act*
 - Slide: *CAPTA*
-

What you should know

- The laws covered on pages 19 – 22 are numbered in the participant manual; therefore the facilitator notes are also numbered for ease in referring to the laws as the facilitator presents the information.
 - You can also deliver the Federal Laws section by assigning the laws to the participants to read and give a report back on what they learned about the law and how it ties to the role of the Advocate. This engages the participants and adds variety to the delivery of the material. If you follow this method, it is important for the facilitator to ensure that the keys points in the facilitator notes are covered when the participants report back to the group.
-

What you say/do

- **CUE SLIDE:** *Social Security Act*
1. SSA of 1935 – tell participants that the Social Security Act of 1935 established, among other benefits:
 - Aid for dependent mothers and children.
 - The Children’s Bureau was given responsibility for three children’s programs as mentioned on the Slide and outlined in the manual (pg 19). This represented a new level of Federal-State cooperation in child welfare.
 - The Act authorized the first federal grants for child welfare services. Over the next several decades, the definition of child welfare services was expanded to include a broader range of services. Federal funding for child welfare services increased, and states were required to match federal grants with state funds.
 - The Act established a program for Aid to Dependent Children. In 1962, this program was renamed Aid to Families with Dependent Children, or AFDC. This was replaced by the Temporary Assistance to Needy Families, or TANF, block grant program in 1996. The actual Iowa program is currently called FIP = Family Investment Program.
- **CUE SLIDE:** *CAPTA*
2. Child Abuse Prevention and Treatment Act (CAPTA) – the passage of CAPTA marked the nation’s first major step forward in addressing issues related to child maltreatment.
 - CAPTA sets forth that states need a minimum definition of child abuse and neglect.
 - General requirements for investigating suspected abuse and neglect reports.
 - Requires that the state will provide a Guardian ad Litem (GAL) to every child whose case results in judicial proceedings.

Federal Laws that Govern Child Welfare

1. **Social Security Act (SSA) of 1935** established a system of old-age benefits for workers, benefits for victims of industrial accidents, unemployment insurance, aid for dependent mothers and children, the blind, and the physically handicapped.
 - a. SSA, Title V gave the Children's Bureau responsibility for three children's programs: maternal and child health, services for "crippled children," and child welfare services.
 - b. The SSA authorized the first federal grants for child welfare services which served as an impetus for states to establish child welfare agencies and to develop local programs to deliver child welfare services.
 - c. The SSA also created the Aid to Dependent Children (ADC) program, in order to help states provide financial assistance to needy dependent children. This program might be viewed as one of the first nation-wide child abuse and neglect prevention programs.
2. **Child Abuse Prevention and Treatment Act (CAPTA) of 1974** requires states to have child abuse and neglect reporting laws, to investigate reports of abuse and neglect, to educate the public about abuse and neglect, to provide a Guardian ad Litem (GAL) to every abused or neglected child whose case results in a judicial proceeding, and to maintain the confidentiality of child protective assessments.

As an Advocate, you need to know:

- Guardians ad Litem are typically attorneys in Iowa. In 1996, this law was amended to include CASA Advocates as Guardians ad Litem. We will discuss this further when we learn about the child welfare parties.
- Advocates are not mandatory reporters per Iowa Code definition. However, Advocates are permissive reporters. As part of your Oath, you agree to report any new suspicions of abuse or neglect against the child for which you advocate.

FACILITATOR NOTES**Module 2: Federal Laws**

Equipment/Supplies

- Slide: *Indian Child Welfare Act*
 - Slide: *MEPA*
-

What you should know

- The laws covered on pages 19 – 22 are numbered in the participant manual; therefore the facilitator notes are also numbered for ease in referring to the laws as the facilitator presents the information.
 - You can also deliver the Federal Laws section by assigning the laws to the participants. See instructions on prior facilitator page under what you should know.
-

What to say/do

- **CUE SLIDE:** *Indian Child Welfare Act*
3. The Indian Child Welfare Act (ICWA) was passed in 1978 in response to the alarmingly high number of Indian children being removed from their homes by both public and private agencies.
 - a. Emphasize that ICWA sets federal requirements that apply to state child custody proceedings involving an Indian child who is a member of or eligible for membership in a federally recognized tribe.
 - b. It acknowledges and promotes the role that tribal governments play in supporting tribal families, both on and off tribal lands.
 - c. State to participants, “Best interest of the child” under ICWA means:
 1. The use of practices in accordance with state and federal law that are designed to prevent the Indian child’s voluntary or involuntary out-of-home placement, and;
 2. Whenever such placement is necessary or ordered, placing the child, to the greatest extent possible, in a foster home, adoptive placement, or other type of custodial placement, that:
 - i. Reflects the unique values of the child’s tribal culture, and
 - ii. Is best able to assist the child in establishing, developing, and maintaining political, cultural, and social relationship with the Indian child’s tribe and tribal community (Iowa Code §232B.3(2))
 - d. Point out what participants can do as Advocates as it applies to ICWA.
 - **CUE SLIDE:** *MEPA*
 4. Explain the purposes of the Multi-Ethnic Placement of 1994 are to:
 - a. Decrease the length of time that children wait to be adopted.
 - b. Facilitate identification and recruitment of families that can meet the child’s needs.
 - c. Prevent discrimination on the basis of race, color, or national origin.

3. Indian Child Welfare Act (ICWA) of 1978 establishes standards for the placement of Native American children in foster and adoptive homes and prevents the breakup of Native American families.

As an Advocate, you will:

- Ask if the child has any Native American heritage.
- Pay attention to the heritage and identity needs of the child; find out if there are resources available to meet these needs.
- Keep in mind that ICWA takes precedence over other federal and state laws, including timelines of the Adoption and Safe Families Act which will be reviewed in this section.

4. Multi-Ethnic Placement Act (MEPA) of 1994 establishes standards to decrease the time children wait to be adopted, prevent discrimination on the basis of race, color, or national origin in the placement of children and in the selection of foster and adoptive placements, and facilitate the development of a diverse pool of foster and adoptive families.



As an Advocate:

- Ensure that a placement is not denied because of race, color or national origin.

FACILITATOR NOTES**Module 2: Federal Laws**

Equipment/Supplies

- Slide: *ASFA & VPA*
- Slide: *Foster Care Independence Act*

What you should know

- The laws covered on pages 19 – 22 are numbered in the participant manual; therefore the facilitator notes are also numbered for ease in referring to the laws as the facilitator presents the information.
 - You can also deliver the Federal Laws section by assigning the laws to the participants. See instructions on prior facilitator page under what you should know.
-

What to say/do

- **CUE SLIDE:** *ASFA & VPA*
5. Adoption and Safe Families Act of 1997 – reinforce permanency and explain the timelines associated with the ASFA law.
 - Children 0 – 3 years of age, permanency hearing can be held in Iowa after the child has been in out of home placement for 6 consecutive months.
 - Children 4+ years, permanency hearing to be held no later than 12 months after entering care.
 - Permanency options available to a Judge include: return child to parental custody; grant an extension up to 6 months for continued reasonable effort services to work toward the goal of reunification; set a Termination of Parental Rights hearing; guardianship or for youth 16 or older – Another Planned Permanent Living Arrangement (APPLA) meaning the youth will likely age out of foster care at age 18.
 - If a child has been in foster care for at least 15 months out of the previous 22 months, a permanency hearing needs to be held. This provision allows for permanency to be established for children who are bounced in and out of foster care without starting the permanency timeline over.
 6. Volunteer Protection Act of 1997 provides immunity for volunteers serving nonprofit organizations or governmental entities for harm caused by their acts or omissions if:
 - The volunteer was acting within the scope of his or her responsibilities.
 - If appropriate or required, the volunteer was properly licensed, certified or authorized to act.
 - The harm was not caused by willful, criminal or reckless misconduct or gross negligence.
 - The harm was not caused by the volunteer operating a motor vehicle, vessel, or aircraft.Emphasize that Advocates must always work within the scope of the Advocate role.
 - **CUE SLIDE:** *Foster Care Independence Act*
 7. Foster Care Independence Act of 1999 that starts on page 21 of the manual, along with Promoting Safe and Stable Families Act of 2001 and Fostering Connections to Success and Increasing Adoptions Act of 2008 all have components that address the needs of older youth in foster care, in particular those who age out of the system.

5. Adoption and Safe Families Act (ASFA) of 1997 was enacted to promote the safety and adoption of children in foster care by accelerating permanent placement and requiring shorter time limits for making decisions about permanent placements:

- Required States to initiate court proceedings to free a child for adoption once that child had been waiting in foster care for at least 15 of the most recent 22 months, unless there was an exception.
- Allowed children to be freed for adoption more quickly in extreme cases.
- Required permanency hearings to be held no later than 12 months after entering foster care. In Iowa, permanency can be established for a child 0-3 years of age at 6 months.
- Required States to initiate termination of parental rights proceedings after the child has been in foster care 15 of the previous 22 months, except if not in the best interest of the child, or if the child is in the care of a relative.

As an Advocate:

- Be aware of the placement timeline for a child placed outside of parental custody.
- Assure that permanency planning options are being explored to include concurrent alternative permanency placements.

6. Volunteer Protection Act of 1997 limits liability of volunteers.

7. Foster Care Independence Act of 1999 addresses the needs of older youth in foster care, particularly those aging out.

- Revised the program of grants to States and expanded opportunities for independent living programs providing education, training, employment services, and financial support for foster youth to prepare for living on their own.
- Provided States with the option to extend Medicaid coverage to 18- to 21-year olds who have been emancipated from foster care.
- Emphasized permanence by requiring that efforts to find a permanent placement continue concurrently with independent living activities.
- Increased funding for adoption incentive payments.

FACILITATOR NOTES**Module 2: Federal Laws**

Equipment/Supplies

- Slide: *Promoting Safe and Stable Families Act*
 - Slide: *Fostering Connections to Success and Increasing Adoptions Act*
-

What to say/do

- Continued from previous page, highlight the importance of Advocating for older youth. We have specific in-service trainings for this age group if you are assigned to an older youth.
 - Briefly introduce the concepts of:
 - relative search and notification
 - reasonable efforts
 - educational advocacy
 - transition planning for youth 14+ (previously 16) years
 - Participants will learn more about these issues throughout the training curriculum.
 - **CUE SLIDE:** *Promoting Safe and Stable Families Act*
8. Promoting Safe and Stable Families Act of 2001
Briefly summarize the key points on the slide.

- **CUE SLIDE:** *Fostering Connections to Success and Increasing Adoptions Act*
9. Fostering Connections to Success and Increasing Adoptions Act of 2008
Briefly summarize the key points on the slide and go through the Red Box items.

8. Promoting Safe and Stable Families Act of 2001 provides new authority to support programs for mentoring children of incarcerated parents, and amends the Foster Care Independent Living program under title IV-E to provide for educational and training vouchers for youth aging out of foster care. Funding to promote family support and preservation, time-limited family reunification, prompt availability of services, and post-adoption services.

9. Fostering Connections to Success and Increasing Adoptions Act of 2008 is an effort to improve outcomes for youth exiting foster care and includes planning provisions to help youth better transition to independent living and adulthood.

As an Advocate you can:

- Advocate for DHS to exercise due diligence in identifying and notifying all adult relatives of a child within 30 days of the child's removal and of the relatives' options to become a placement resource for the child.
- Advocate that DHS make reasonable efforts to place siblings removed from their home in the same foster care, adoption or guardianship placement, or facilitate visitation or ongoing contacts with those that cannot be placed together, unless it is contrary to the safety or well-being of any of the siblings to do so.
- Advocate for the well-being and educational outcomes of students in foster care through collaboration to ensure educational stability for the youth. Is the student educationally on target for his/her age? If not, advocate for accommodations to meet the child's needs.

As an Advocate for a youth who is 14 (previously 16) years or older:

- Advocate for transition planning to begin at age 14.
- Ensure that during the 90-day period prior to a youth's emancipation, the DHS caseworker develops a personalized transition plan with goals and action steps that is directed by the child.
- Ensure that a youth is advised of the opportunities available to him/her as they prepare to transition from foster care to adulthood.

FACILITATOR NOTES**Module 2: Federal Laws**

Equipment/Supplies

- Slide: *Preventing Sex Trafficking and Strengthening Families Act*
-

What to say/do

- **CUE SLIDE:** *Preventing Sex Trafficking and Strengthening Families Act*
10. Preventing Sex Trafficking and Strengthening Families Act
- Explain that there are many components to this act as outlined in the participant materials.
 - Expand on the key provisions the new legislation requires states to implement:
 - States must develop policies and procedures to identify, document, screen and determine appropriate services for children under the child welfare agency's care and supervision, who are victims of, or at risk of, sex trafficking.
 - A reasonable and prudent parent standard for a foster parent to make parental decisions to maintain the health, safety and best interest of the child and also decisions about the child's participation in extracurricular, enrichment, cultural and social activities.
 - Clarifies that all parents of siblings must also be identified and notified within 30 days after removal of a child from parental custody.
 - The legislation requires consultation with foster children age 14 and older in the development of or revision to his or her case plan and requires the case plan to include a document describing the rights of the child to education, health, visitation and court participation; the right to stay safe and avoid exploitation.
 - The new legislation eliminates APPLA as a permanency goal for children under 16 and adds additional case plan and case review requirements for older youth who have a permanency goal of APPLA.
 - The act also provides incentive awards for guardianship placements, providing larger incentives to states for increasing adoptions of older youth who are hardest to adopt. It phases in a new award structure over three years, prioritizing recent improvement over past performance in increasing adoptions and guardianship placements.

10. Preventing Sex Trafficking and Strengthening Families Act of 2014 has three titles: Title 1 focuses on provisions to help states identify, track and develop services for children who are believed to be in danger of being trafficked; Title II includes a series of child welfare provisions related to improving the Adoption Incentives programs and extending the Family Connections Grants; and Title III improves the process of getting international child support by allowing tribal governments and authorized foreign agencies to access the Federal Parent Locator Services.

Key provisions include: Supporting Families; Empowering Youth and Caregiver Voices; Prioritizing Relative Care; and Promoting Permanency.

As an Advocate:

- For youth aged 14 or older, ensure the youth is allowed to assist in developing and revising their case plan.
- If the youth is going to age out, advocate for the youth to obtain a legal copy of their personal documents (birth certificate, social security card, driver's license or identification and medical records).
- Inquire whether or not parents of siblings were notified of the child's removal from parental custody.
- Understand that Another Planned Permanent Living Arrangement (APPLA) no longer applies as a permanency goal for youth under 16 years.
- If the youth's goal is APPLA, ensure that DHS continues to look for permanent placements, which should include attempts to find biological family members.

FACILITATOR NOTES**Module 2: Federal Laws**

Equipment/Supplies

- Slide: *Individuals with Disabilities Education Act*
 - Slide: *HIPAA and VOCAA*
-

What you should know

- These final laws are not in chronological order as the federal laws that are directly related to the child welfare work. They remain important laws to be familiar with, as these laws impact the work we do.
-

What to say/do

- **CUE SLIDE:** *Individuals with Disabilities Education Act*
11. Individual with Disabilities Education Act (IDEA) of 1975
 - Emphasize the importance of Advocates interviewing and gathering information from school personnel, being knowledgeable of a child's IEP goals and providing information to the court about progress in meeting the goals. Educational advocacy should be done for all school aged children.
 - **CUE SLIDE:** *HIPAA and VOCAA*
 12. The Health Insurance Portability and Accountability Act (HIPAA) of 1996
 - Emphasize that Advocates must follow local CASA program protocols for accessing protected health information (physical and mental) for parents. Participants will learn more about this issue in Module 4: *Practicing the CASA Role: Children and Communication* of the training curriculum.
 13. Note the Victims of Child Abuse Act (VOCAA) of 1990 as it pertains to child victims or witnesses related to a federal crime.

In your advocacy work, you will encounter other federal laws that have an impact on child abuse and neglect cases.

11. Individuals with Disabilities Education Act (IDEA) of 1975 requires states to have policies which ensure that all children with disabilities have access to free, appropriate education in the least restrictive environment appropriate for their individual needs.

As an Advocate for a child with educational needs:

- If the child has an Individualized Education Plan (IEP), be knowledgeable of the goals and gather information from school personnel throughout the life of the case in regard to progress or concerns in reaching the IEP goals.
- If the child does not have an IEP and has special needs, collaborate with the DHS case manager about the need for an IEP.

12. The Health Insurance Portability and Accountability Act (HIPAA) of 1996 requires, among other things, permission or a court order to access “protected health information” for any individual.

As an Advocate,

- Follow local protocol on how to access health records using release forms.

13. The Victims of Child Abuse Act (VOCAA) of 1990 protects the privacy rights of child victims or witnesses during the investigation or prosecution of a federal crime.

FACILITATOR NOTES**Module 2: Values**

Equipment/Supplies

- Flipchart page prepared with the Values Continuum and markers
-

What you should know

- The goal is to help Advocates consider the values that come into play in child protection laws.
 - This is a valuable screening activity because it can provide you with an understanding of where participants are in terms of their values and beliefs. You may want to return to this activity at the end of the training.
-

What to say/do

- **Before the session begins**, write the following competing values at either end of a continuum (see pg 25) drawn on a flip chart:
 - “Needs of child vs. Rights of parents”
 - “State intervention vs. Privacy of family”
 - “Immediate safety vs. Consequences of separation”
 - “Punishment of abuser vs. Keeping family intact”
- Tell participants that when crafting laws, legislators strive to strike a balance between competing values. Participants will need to consider these same values when advocating for children.
- **ACTIVITY: Values** 10 minutes. Refer participants to the Values Continuum on page 25. Ask them to put an “X” on the spot along the continuum that indicates which value is more important to them. After participants have marked the continuums in their manuals, ask them to place their responses along the continuums at the front of the room.
- Lead a discussion about how these competing values play out day to day on the local level and how they affect a volunteer’s advocacy. Point out that the pendulum swings between these competing values, both on an individual level and for our society as a whole.
 - What do you notice about where you as a group rank your values?
 - How do you think your values will shape your advocacy? How might your advocacy influence the values you currently hold?
- Individual beliefs and values can impact how we view a case or situation that occurs within the case; the challenge for Advocates is to remain objective and focus on the facts of the case as they gather information and form recommendations.

Values and Child Protection Laws

Our values as individuals and as a society affect our response to children at risk. In crafting laws, legislators try to strike a balance between competing values. You will consider these same values as you advocate for children.

Activity: Values

Below is a series of continuums representing some of these competing values. Put an X on the spot along the continuum that indicates which value is more important to you and how strongly you feel about it. After you've ranked yourself, go to the front of the room and put an X where you fall on the corresponding flipchart.

<i>Needs of children</i>		<i>Rights of parents</i>
<i>State intervention</i>		<i>Privacy of family</i>
<i>Immediate safety</i>		<i>Consequences of separation</i>
<i>Punishment of abuser</i>		<i>Keeping family intact</i>

1. What do you notice about where you as a group rank your values?
2. How do you think your values will shape your advocacy? How might your advocacy influence the values you currently hold?

FACILITATOR NOTES**Module 2: Role of Parties**

Equipment/Supplies:

- Slide: *Key Parties*
-

What you should know:

- 20 minutes for this topic.
 - This section gives an overview of the people involved in a child abuse and neglect case.
 - If the roles or processes in your jurisdiction differ from what appears in the manual, explain the information relevant to your jurisdiction.
-

What you say/do:

- **CUE SLIDE:** *Key Parties*
- Child
 - Remind participants of the expectation to meet with the child in-person at least once every 30 days. They might visit the child at the parental home, the foster home, school or daycare.
 - Tell participants that there are many things they can learn by interviewing the child and observing the child.
 - Let participants know they will learn more about working with children as the training progresses.

Role of Key Parties in a Juvenile Court Case

Once you are appointed as the Advocate to a case, you will begin your initial investigation. Each case is unique and unfolds in its own way, requiring different information in order to meet the needs of a particular child. Your work as an Advocate - conducting interviews, gathering facts, writing reports, testifying in court, advocating for a child, monitoring a case - has a significant impact on the case outcome. Each piece of the work is important. Throughout the entire training, you will see how each aspect will help you fulfill the mission of finding a safe, permanent home for the child, while respecting the child's sense of time.

The Child

- ✓ Why is the child's case in court?
 - A petition has been filed alleging abuse or neglect.
- ✓ What does the child need during court intervention?
 - The child needs the court to order an appropriate intervention and treatment plan so he/she can live in a safe, stable home without ongoing need for intervention from the child protection agency.
 - The areas the child needs addressed include safety/protection, placement if the child is out of the home, family contact, belonging to a family, financial support, a support system, education, mental health, and physical health.
 - The child needs the court intervention to be focused and timely.
 - The child needs services provided that will meet his/her needs.



FACILITATOR NOTES**Module 2: Role of Parties**

What you should know

- If your program follows the Guardian ad Litem model, expand on the role of the CASA. A court hearing cannot occur unless the CASA Advocate is present.
-

What to say/do

- Relate the difference between a CASA Advocate and a GAL Advocate.
 - Most of Iowa's CASA Programs follow the "Friend of the Court" Model and the CASA Advocate serves as a supplement to the attorney assigned to represent the child.
 - In some areas of the state, the Advocate is appointed as the Guardian ad Litem to represent the best interest of the child. An attorney is appointed as the legal representative for the child speaking for what the child's wants. Tell participants that they will learn more about the attorney/GAL role later in this section.
- Emphasize that the key components of the Advocate role are the same for all Advocates regardless of the model followed. Those are: Investigate, Facilitate, Advocate, and Monitor (IFAM).
- Note the significance of the Advocate role as it relates to the case. Refer to page 27.
- Explain that Advocates can be appointed at any time during the life of a child in need of assistance (CINA) case.
- Explain that Iowa CASA is implementing a Coach Model throughout the state. Participants may not be from an area where the model has been implemented but it is important for all Advocates to have a general understanding of the CASA Coach role and how it differs from the Coordinator.
 - A CASA Coach is typically a seasoned CASA Advocate with at least two years experience.
 - Coaches receive additional training in how to support and mentor other CASA Advocates. A Coach will provide guidance, suggestions and feedback. He/she may attend some court hearings, meetings or visits with the Advocate as needed. The Coach and Advocate will have at least monthly contact to discuss the case progress. The Coach will be the first person to read the CASA report and provide suggestions/feedback to the Advocate before it is sent to the local Coordinator for final review and distribution.

CASA Advocate, Coach and Coordinator



- ✓ What does the Advocate do in the case?
 - Independently investigates the child's case
 - Determines the child's needs
 - Explores family and community resources to meet the child's needs
 - Makes recommendations to the court
 - Advocates for the child
 - Monitors the case
 - Is the voice of what is in the child's best interest
 - Is the voice of the child's expressed wishes
- ✓ What does the Advocate bring to the case?
 - An interest in improving the life of the child through the court process
 - Time, energy, and focus
 - Consistency (he/she often stays on the case from beginning to end)
 - An "outside the system" point of view and an independent perspective
 - The community's standard for the care and protection of children
- ✓ When is the Advocate involved in the case? An Advocate can be appointed at anytime during the life of the case.
- ✓ What do the Coach and Coordinator do in the case?
 - Provide guidance and support to CASA Advocates for each case assignment.
 - Review Monthly Advocate Updates and maintain at least once a month contact with the Advocate.
 - Review and edit court reports. Coordinator is responsible for final review and dissemination.
 - Is available to attend court hearings or meetings with the Advocate as needed.

FACILITATOR NOTES**Module 2: Role of Parties**

What you should know

- If your area uses the Guardian ad Litem Model, explain to participants that they will be appointed to fulfill the GAL role while a lawyer will be appointed as the child's attorney. Emphasize the importance of working together on behalf of the child.
 - The attorney for the child and/or GAL for the child explanation is continued on the next page.
-

What to say/do

- Parents:
 - Highlight the role of the parent in a child in need of assistance (CINA) case. Expectations will be set forth by the court and the Department of Human Services (DHS), and services will be offered to correct the conditions that led to the child's removal or involvement of the Department of Human Services (DHS).
 - Emphasize that, as Advocates, it is important to have contact with parents in order to assess progress or concerns in meeting the case plan goals.
- Child's Attorney / GAL:
 - Explain the difference between the roles of the child's attorney and the child's guardian ad litem (GAL). The attorney represents the child's wishes and a guardian ad litem represents the child's best interest. In most areas of the state, one individual is appointed to represent both roles. If, at some point, the child's wishes differ from what is in his/her best interest, the court can appoint two individuals to fulfill the roles of child's attorney and GAL.
 - Each child in a juvenile court case is appointed an Attorney and/or GAL unless the role of GAL is provided by the CASA Advocate.

Parents

- ✓ Why are the parents/caretakers involved in the case?
 - They have been forced into this court action because DHS asked the court to intervene to protect the child from maltreatment and/or to have his/her basic needs met.
 - They need to comply with the DHS case permanency plan and correct the conditions that led to the child's removal, thereby effectively protecting their child and/or enabling their child to return home.
 - They need to follow the orders of the court or risk having their parental rights terminated.
- ✓ What do the parents/caretakers bring to the case?
 - Love for the child; family ties; history of parenting; abilities, resources, and skills as parents; interactions with the child and each other; mental, emotional, and physical health or illness; support system; housing and income; and their own issues/problems.



Attorney and/or Guardian Ad Litem for the Child

In my jurisdiction this attorney represents [circle one]:

The child's wishes

The child's best interests

Both roles

- ✓ What does the attorney for the child do in the case?
 - Represents the child's best interest and/or wishes, and protects the child's legal rights in court.
 - Files legal documents relevant to the child's case.

FACILITATOR NOTES**Module 2: Role of Parties**

What you should know

- In Iowa under the Guardian ad Litem Model, (parts of NW Iowa) understand that Code 232.22 b (1) can be interpreted by others that CASAs must obtain permission from the parent's attorney before the CASA can speak with their client.
 - In other areas of Iowa, we contact the parent's attorney as a courtesy before we contact the parent. *We are not changing our ICAB practice because of how the case study is worded.*
-

What to say/do

- Child's Attorney/GAL: Emphasize the importance of an Advocates having regular contact with the child's attorney/GAL to share information about the child and collaborate about any unmet needs of the child to ensure recommendations are made to address the child's needs.
- Parent's Attorney:
 - Parents who cannot afford an attorney can file a Financial Affidavit and request a court-appointed attorney. Advocates can encourage parents to file an affidavit in a timely manner to eliminate the need for a continuance.
 - As Advocates, talk to the parents' attorneys about the parents, not the child. Explain to participants that the attorney is appointed to represent the parent's wishes. As Advocates, you may not always agree with the parent's wishes but we need to be respectful and remain objective.
 - The judge rules on the affidavit and appoints an attorney for the parent if there is a financial hardship. A parent's situation is assessed at the close of a case and typically the judge rules on a payment plan for the parent to pay a portion of the attorney fees.

What does the attorney for the child bring to the case?

- Legal expertise, facilitation and negotiation skills, and courtroom experience.
- ✓ When is the attorney for the child involved in the case?
- From the petition filing through the end of the court case.

Attorney for the Parent

- ✓ What does the attorney for the parent/caretaker do in the case?
- Represents the wishes of the parent/caretaker he/she represents.
 - Protects the legal rights of the parent/caretaker in court.
 - Advises the parent/caretaker on legal matters.
 - Files legal documents relevant to the case.
- ✓ What does the attorney for the parent/caretaker bring to the case?
- Legal expertise, facilitation and negotiation skills, and courtroom experience.
- ✓ When is the attorney for the parent/caretaker involved in the case?
- From the time of court appointment or parent's retention through the end of the court case.



FACILITATOR NOTES**Module 2: Role of Parties**

Equipment/Supplies

- Slide: *Key Parties* (2nd)
-

What to say/do

- There may be two Department of Human Services' roles in the case to which you are appointed: 1) Child Protection Worker who conducts a child abuse investigation if warranted and; 2) the DHS Case Manager who is assigned to carry out the functions listed on page 30 of the manual. Tell participants how these roles are identified in the local area.
 - A Child Protection Worker may be referred to as the Child Abuse Investigator, Assessment Worker or an SW3, Social Worker 3.
 - A DHS Case Manager may be referred to as the DHS caseworker or SW2, Social Worker 2.
- The Child Protection Worker is only involved through the investigation and initial case planning. The case is then managed by the DHS Case Manager until the case closes. It is important to have regular contact with the DHS Case Manager to share information about the child and family, and collaborate on progress or concerns of parties meeting the case plan goals.
- Emphasize that, as Advocates, you don't tell people how to do their job but frame your suggestions as "Can we do this...?" or "Have we explored this...?"
- Following a Termination of Parental Rights by the Court, a DHS Adoption Specialist may be assigned to the child's case, replacing the Case Manager. This is an unfamiliar person to the children and is an important time for the CASA to maintain contact with the children, provide support to current placements, and to approach the Adoption Specialist with your experience with the children, what you know about them and what you would recommend for the children's future placements. A CASA would receive additional training regarding post termination advocacy.



Department of Human Services Child Protection Worker, Case Manager, and Adoption Specialist

- ✓ What does the child protection caseworker bring to the case?
 - Training in analyzing risk, assessing service needs, and providing guidance to families.
 - Direct services for families to provide them with the knowledge, skills, and resources necessary for change.
 - Links to other service providers so that the family can access resources outside the child protective services system.
- ✓ When is the child protection caseworker involved in the case?
 - From the initial contact with the family and/or child until the case is transferred to the DHS case manager.
- ✓ What is the role of the DHS case manager in the case?
 - The child protection caseworker has completed a risk assessment process and, based on risk and/or substantiated allegations of abuse and/or neglect, has determined the need for court intervention.
 - The caseworker or DHS case manager petitioned the court to intervene on the child's behalf because:
 - He/she has developed an intervention plan with the family, which has not resulted in eliminating the risk that child maltreatment will recur, or
 - Due to risk of imminent danger, he/she has removed the child from his/her home to ensure the child's safety.
 - The DHS case manager needs the court to order that the agency's intervention and treatment plan be followed by the parents/ caretakers and other service providers so that the need for continuous agency intervention is no longer required to ensure the child receives proper care and protection.
 - The caseworker is responsible for managing the case and arranging for court-ordered services to be provided to the child and the child's family.
- ✓ What does the Adoption Specialist bring to the case?
 - When a termination of parental rights takes place, the children are legally free for adoption. The case is transferred to an Adoption Specialist who is responsible for managing the case and arranging for a forever home for the child through adoption.

FACILITATOR NOTES**Module 2: Role of Parties**

What to say/do

- Explain the role of the Assistant County Attorney. He/she represents the state (or DHS) in the juvenile court case on behalf of the child.

- Explain the role of the child's Indian Tribe.
 - Advocates should always ask the parent about the possibility about Native American heritage and share the information with the DHS case manager or the County Attorney.
 - Emphasize that DHS has a responsibility to investigate whether or not the child is enrolled in a tribe. If the child is enrolled or eligible for enrollment, the tribe may intervene in the case to ensure that the rights of the child and parents are afforded pursuant to ICWA.
 - This could mean that the case is transferred out of Iowa's Juvenile Court and is dealt with in the Tribal Court system if the Tribe has one.

Attorney for DHS or the State

- ✓ What does this attorney do in the case?
 - Represents the position of the agency/county/state in court
 - Protects the agency/county/state from liability
 - Advises the agency/county/state regarding its responsibilities as outlined in the law
 - Files legal documents relevant to the case
 - **Other** _____
- ✓ What does this attorney bring to the case?
 - Legal expertise, facilitation and negotiation skills, and courtroom experience
- ✓ When is this attorney involved in the case?
 - From the petition filing through the end of the case

Indian Child's Tribe

- ✓ What does the Indian child's tribe do in the case?
 - Represents to the court the “best interest of the child” as defined by the Indian Child Welfare Act (ICWA)
 - Ensures that the parents, the child, and the tribe have all the rights they are afforded pursuant to ICWA
 - Brings to the attention of the court culturally relevant service options and dispositional recommendations
 - Protects the tribe's interest in the child and ensures the preservation of the child's ties to the tribe and its resources
 - Where appropriate, offers or requires that the tribe take jurisdiction of the matter
 - Files legal documents when it is necessary
- ✓ What does the tribe bring to the case?
 - A special perspective on preservation of the child's ties to the tribe
 - Knowledge of relevant cultural practices and culturally relevant services that can be considered as potential resources for the child



FACILITATOR NOTES**Module 2: Role of Parties**

What to say/do

- When a child is removed from parental custody and placed in foster care, a Foster Care Review Board may review the case to ensure that case planning and reasonable efforts are being made. Tell participants that FCRB is not a statewide program. Facilitator should tell participants whether or not FCRB is active in the local area where the participants will serve.
- Explain the role of the judge as outlined on page 32 of the manual. Explain best practice of one family, one judge to provide consistency in knowledge and awareness of the child and family's situation.
- In addition to these parties there are other individuals involved in a child's case that you will learn more about throughout the training. These individuals include school personnel, therapists/counselors for the child and/or parents, Parent Partners, foster parents, relative caregivers and service providers (Family, Safety, Risk and Permanency (FSRP) and/or Behavioral Health Intervention Services (BHIS)).



Foster Care Review Board (FCRB)

✓ What is the role of the Foster Care Review Board?

- Create a forum for all interested parties to meet in a neutral setting and discuss the progress being made toward permanency.
- Listen carefully to all sides
- Assess reasonable efforts per PL 96-272
- Assess timelines per Adoption and Safe Families Act (ASFA)
- Assess safety
- Provide the independent review required in ASFA without the constraints of court hearings and with community advocates
- Submit a report to the judge of their findings and recommendations

Judge

✓ What does the judge do in the case?

- Determines if there is a continued safety issue for the child that necessitates continued out-of-home placement if the child has been removed from the home
- Decides if the child is abused or neglected, and if so, orders services that will address the needs of the child
- Orders appropriate reviews
- Hears testimony, motions, etc., regarding the case
- Approves the permanent plan for the child
- Orders termination of parental rights when appropriate
- Settles disputed adoption cases
- Closes the court case when there is no longer a need for court intervention or the permanent plan has been achieved

✓ When is the judge involved in the case?

- From the request for emergency removal and petition filing until the court case is closed (or, if the child is not removed from home, from the petition filing until the court case is closed)



FACILITATOR NOTES**Module 2: Juvenile Court Process**

Equipment/Supplies

- Slide: *Juvenile Court Process*
 - Slides (2): *Juvenile Court Resource: Juvenile Court Hearings* : Module 2 Resource #1
Iowa State Law: Module 3 Resource #2
-

What you should know

- 25 minutes at most for this topic (pages 33-36)
 - There are supplemental resource handouts for the Juvenile Court Process that participants should be directed to read and keep as resources.
-

What to say/do

- The next three pages of the manual will explain how a child's case progresses through the juvenile court system beginning with an allegation of abuse or neglect, through a series of steps guided by law, until the case is closed by the juvenile court. Our discussion will focus on Participant Manual chart starting on page 33. We have additional resources that also explain the court process.
- **CUE SLIDE: *Juvenile Court Resource #1 – Juvenile Court Hearings***- This is a visual of the resource that can be used as a different explanation of the hearings.
- Explain child abuse intake and initiation of a child abuse investigation that may lead to removal. Let participants know that not all CASA cases involve children who have been removed from parental custody.
 - *Ex parte* means a legal proceeding brought by one person in the absence of and without representation or notification of other parties.
- Removal hearing: judge will determine whether or not reasonable efforts were made by the Department of Human Services to prevent or eliminate the need for removal.
- Adjudication hearing: judge will determine if the child's situation meets the criteria as defined by Iowa Code to be declared a child in need of assistance (CINA).
- **CUE SLIDE: *Juvenile Court Resource #2 – Iowa State Laws*** This is an additional resource that explains how Iowa defines the CINA process in more detail.
- Disposition hearing: Case Permanency Plan is approved and provides direction for the case in terms of expectations and services to alleviate the concerns that brought the case to the court's attention.
- Point out that one of the Advocate's responsibilities for each hearing is to write a report to the court. This training curriculum is designed to take participants through the case of the Myers family from the time of the children's removal to the one year permanency hearing. Participants will have an opportunity to practice outlining a report for the Myer's permanency hearing in Module 6.

Juvenile Court Process

The court process is a series of hearings - each building on what has occurred before. You will interact with the key parties at each step of the court process. A typical Child In Need Of Assistance (CINA) case follows these juvenile court steps:

Court Hearing or Event	Timeline	Advocate Responsibilities
Allegation of abuse and/or neglect is made to DHS. Determination is made that juvenile court intervention is necessary. A judge may give a verbal ex parte order to DHS to remove the child from the home, given the safety issues for the child, without hearing from the parent at that time.	Today	Not yet involved
CINA Petition <i>See Handout for Iowa State Laws</i>	As filed by County Attorney. (Within 3 days of the removal).	Review the CINA petition if assigned to the case; be informed of the criteria for the CINA request.
Temporary Removal Hearing	Within 10 days	Typically not yet involved; if assigned, attend the court hearing and meet the key parties in the case.
Adjudication Hearing <i>See Handout for Iowa State Laws</i>	Within 60 days of the filing of CINA petition	If assigned, attend the court hearing.
Disposition Hearing Case Permanency Plan will be approved by the court and become part of the court order.	Within 45 days of the adjudication hearing	Write a report to court that includes information gathered from interviews, visits and review of case documents; include recommendations regarding placement, services to address the issues outlined in the adjudicatory order, unmet needs of the child. Attend the hearing; be prepared to give a verbal update.

FACILITATOR NOTES**Module 2: Juvenile Court Process**

What to say/do

Continue to focus on the chart in participant manual.

- Review hearings: Explain that review hearings will be held every 3-6 months until the permanency timeline is reached. Explain the local practice of review hearings in your area so participants know what to expect.
- Modification hearings: Explain that modification hearings can occur at any point after disposition. Give examples of possible reasons for a modification hearing (change placement, add additional services, etc...).
- Permanency Hearing:
 - Reinforce the permanency timelines under the ASFA law.
 - Reasonable efforts decision: Judge will determine whether DHS provided parents with adequate supportive services during the reunification period.
 - Remember the child's sense of time and how that adds weight to the importance of making timely decisions.
 - Until decisions are made, children remain "in limbo". We need to ask ourselves, how is this what is best for children.
- Reinforce that Advocates are required to write a report for each hearing after adjudication occurs.

Court Hearing or Event	Timeline	Advocate Responsibilities
Review Hearing	3 to 6 months after the disposition hearing	<p>Write a report to court that includes information gathered from interviews, visits and review of case file documents; include recommendations regarding placement, services, and unmet needs of the child.</p> <p>Attend the hearing; be prepared to give a verbal update.</p>
Modification Hearing includes various types of motions filed by the legal parties (i.e., change in placement or level of care)	As scheduled by the court	<p>As required by the Coordinator, write a report that addresses the Advocate's position regarding the motion.</p> <p>Attend the hearing; be prepared to give a verbal update.</p>
Subsequent Review Hearings	3 to 6 months after previous review hearing	<p>Write a subsequent report that addresses the issues identified above in <i>Review Hearing</i>.</p> <p>Attend the hearing; be prepared to give a verbal update.</p>
Permanency Hearing	<p>After removal date: 6 months for children 0-3 yrs age; 12 months for children 4+ years</p> <p>Adhere to ASFA timelines</p>	<p>Write a report to court that includes information gathered from interviews, visits and review of case file documents since the last court hearing or CASA report; include recommendations regarding the permanency option that is in the child's best interest.</p> <p>Attend the hearing; be prepared to give a verbal update.</p>

FACILITATOR NOTES**Module 2: Juvenile Court Process**

What to say/do

- Continue to explain the juvenile court process as outlined in the participant manual chart.
- Termination of Parental Rights: judge determines if the case meets the criteria for a termination of parental rights ruling as defined by Iowa Code.
 - If there is a TPR ruling, parents have the right to file an appeal within 15 calendar days from the date of the order.
 - Post-TPR hearings will continue to be held until the child is adopted.
Note: Post-Termination of Parental Rights Hearing reasonable efforts decision: When a child could not be returned home, the judge decides whether or not the agency took appropriate actions to ensure a child was placed in a permanent home in a timely manner.
- Permanency Review Hearings for children whose permanency is established through another planned permanent living arrangement (APPLA) are held annually.
- A CASA Advocate can be appointed at any time during the life of the case. Facilitator should emphasize that it is expected that Advocates will continually fulfill the key components of their role until the case closure and their appointment ends.
- Case closure occurs when one of the following is met:
 - Judge orders the case to close because the child has been safely reunited with his/her biological family and the parent(s) has retained custody without further safety concerns. It is important for Advocates to understand that when custody is returned to the parent, the case does not typically close at that time. DHS will recommend the case remain open for 3-6 months after custody is returned for continued monitoring of the case.
 - A guardianship has been established in District Court for the child to be placed with someone other than a parent; juvenile court will likely close its case.
 - A child is adopted.
 - A child reaches the age of 18
- When the juvenile court formally closes its case, it ends the Advocate's involvement in the case. You will need to turn in all your case materials and ensure that you properly remove electronic documents (CASA reports or case file documentation) from your computer or other devices. Upon case closure, Advocates will be required to complete a feedback survey about the case that includes a self-reflection about their role and involvement in the case.

Court Hearing or Event	Timeline	Advocate Responsibilities
Termination of Parental Rights (TPR) Hearing	Scheduled by the Judge	<p>Write a report to court that includes information gathered from interviews, visits and review of case file documents since the last court hearing and/or CASA report; also include recommendations regarding the permanency option that is in the child's best interest.</p> <p>Attend the hearing; be prepared to give a verbal update.</p>
Post-TPR Hearing	3-6 months after the termination of parental rights is ordered	<p>Write a report to court that includes information gathered from interviews, visits and review of case file documents since the last court hearing and/or CASA report; also include recommendations regarding the child's placement and services.</p> <p>Attend the hearing; be prepared to give a verbal update.</p>
Permanency Review Hearings	Held annually	<p>Write a report to court that includes information gathered from interviews, visits and review of case file documents since the last court hearing and/or CASA report; also include recommendations regarding the child's placement, services.</p> <p>For youth 14+years, the report should also include information and recommendations regarding transition planning.</p> <p>Youth with APPLA, include continued efforts to find a permanent placement.</p> <p>Attend the hearing; be prepared to give a verbal update.</p>

FACILITATOR NOTES**Module 2: Juvenile Court Process**

Equipment/Supplies

- Slide: *Juvenile Court Resource: A Child's Journey Through Child Welfare System: Resource #3*
(another visual for how a case progresses through the court system)
 - Slide: *Juvenile Court Timeline*
-

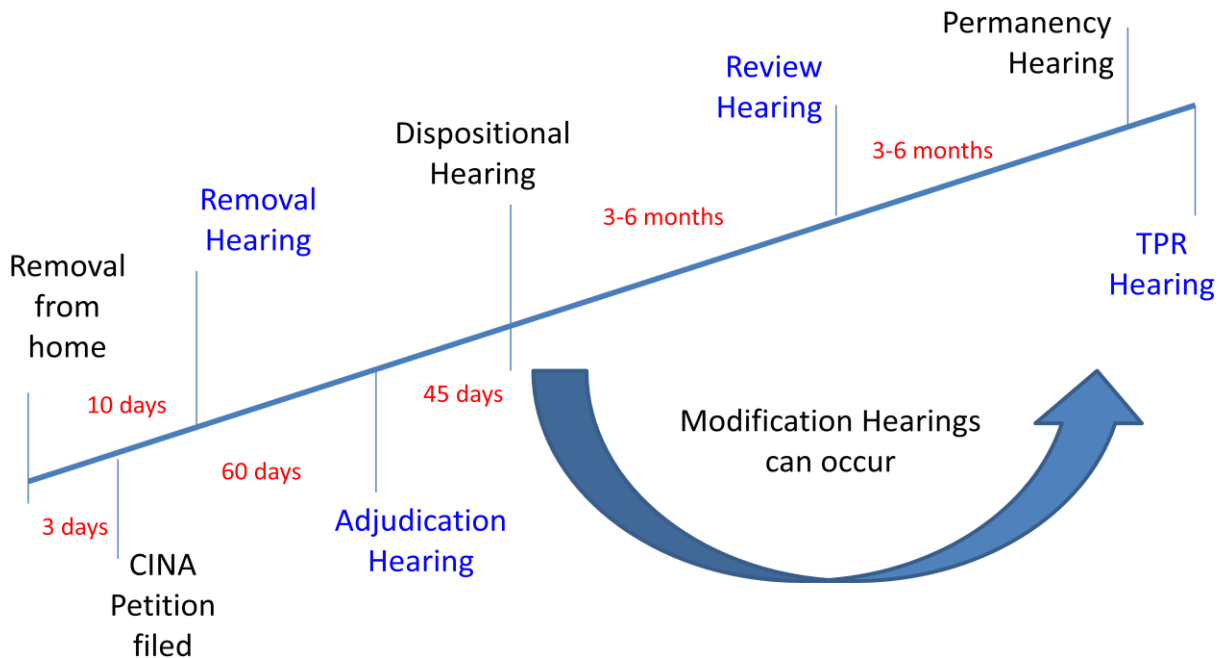
What to say/do

- **CUE SLIDE:** *Juvenile Court Resource: A Child's Journey Through Child Welfare System Resource #3*
- Direct the participants' attention to Resource #3 as another way to visualize and see how a child's case moves through the system.

CUE SLIDE: *Juvenile Court Timeline*

- Note that the timeline on page 36 is another way to see the progression of a juvenile court case.
- Advocates need to be aware that a child's sense of time is different than an adult's. In the best interest of the child, we need to advocate for timely hearings and collaborate with the different parties to prevent court continuances.
- Even though Advocates submit written reports for court, you will also be given the opportunity to provide a verbal update at the hearing. This is an opportunity to address any additional information or changes that may have occurred since the report was written. Advocates will learn more about appearing in court in Module 6.

Juvenile Court Process Timeline



"A child's sense of time is different from an adults; childhood is short and simultaneously, a tremendous amount of development and maturation is going on internally for a child."

Part of the Advocate's role is to advocate for timely court hearings by collaborating with key parties to eliminate court continuances.

As the Advocate you will be given an opportunity to provide a verbal update at each hearing. You will learn more about *Appearing in Court* later in the training curriculum.

FACILITATOR NOTES**Module 2: Myers Case Timeline**

Equipment/Supplies

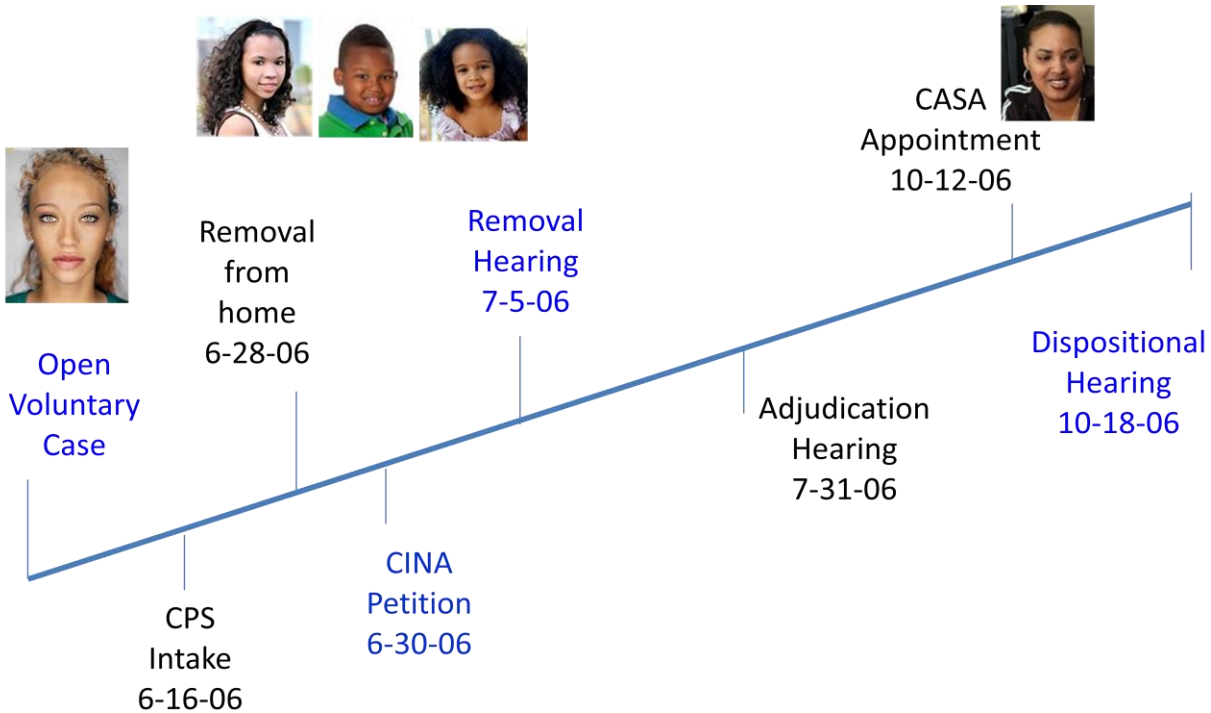
- *Slide: Myers Case Timeline*
-

What to say/do

- **CUE SLIDE:** *Myers Case Timeline*
- Review the Myers case timeline, noting the progression of the case from initiation to disposition.
- **ACTIVITY:** To ensure participants are grasping the permanency timelines, ask the following questions:
 1. When did the permanency “clock” begin for the Myers children?
Answer: 06-28-2006
 2. What is the significance of that date for you as an Advocate?
Answer: Because of the ages of the children, Amanda has one year to make the necessary changes to provide a safe, stable home for her children.

The Myers Case Timeline

Consider what you know of the Myers family situation from your advanced reading of pages 1 – 71 in the case study materials. The case timeline is as follows:



Activity: Understanding Permanency Timelines

Think back to the Adoption and Safe Families Act (ASFA) of 1997. Answer the following questions as a large group:

1. When did the permanency “clock” begin for the Myers children?
2. What is the significance of that date for you as an Advocate?

FACILITATOR NOTES**Module 2: Intro to Case File**

Equipment/Supplies

- Myers' Case Study (Pages 1 – 71)
 - Slide: *Case File Documents*
-

What you should know

- 60 minutes total for this topic (**15 minutes for explanation**; 30 minutes for application activity and 15 minutes for debriefing).
 - Be knowledgeable of the Myers Case Study materials in order to be able to guide discussions and answer questions of the participants as you explain the documents.
-

What to say/do

- Explain to participants that once they get a case appointment, their first task will be to read through any case file documents that are available and develop an Advocate Case Action Plan.
- The amount of case file documentation will depend on where the case is at in the juvenile court process at the time the Advocate is appointed.
- Typically, Advocates will receive some version of the Case Summary Report when they are assigned that has valuable information on it regarding the case.

Share information on the following documents that are included:

- CINA Petition: This document is prepared and filed by the County Attorney's office and outlines the grounds for which the state is seeking adjudication.
- Removal Order: If the child is removed from parental custody, a removal hearing will be held to determine if the child should continue to be removed.
- Family, Safety, Risk and Permanency (FSRP) report: Explain the agencies that provide this service in your area and let participants know that FSRP reports are written monthly. Participants can gather information about services and interactions from these reports.
- CPSAS: If there is a child abuse investigation that is founded, a CPSAS is written and Advocates can request a copy of the report. The report provides information on the investigation and determinations made by the Child Protection Worker. Explain local protocol for obtaining these reports.
- Adjudication Order: Recall that the adjudication hearing is to be held within 60 days of the CINA petition filing. This order will provide the legal finding regarding the grounds for adjudication.

Explanation of Documents for the Case Study

When you, as an Advocate, accept a case assignment, you will have access to case file documentation. Using the Myers case file (documents are on page # identified in the *Myers Case Study*), listen as the facilitator describes the following documents:



1. Child in Need of Assistance (CINA) Petition (Pg. 8)
 - This identifies the allegations of abuse and neglect as defined by Iowa Code §232.
2. Removal Order (Pg. 20)
 - This court order determines whether or not the removal of the child from parental custody will continue.
3. Family, Safety, Risk and Permanency (FSRP) Report (pg. 22)
 - Information about a parent's cooperation or non-compliance with the services and family interactions provided by the FSRP provider.
4. Child Protective Services Assessment Summary (CPSAS) (Pg. 31)
 - This is a summary and findings of the child abuse investigation that was completed by the Child Protection Services (CPS) worker.
 - Only confirmed or founded reports are available to Advocates.
5. Adjudication Order (Pg. 41)
 - This court order determines if the allegations of abuse or neglect meet the Iowa Code definitions to declare the child to be in need of assistance. If the case does not meet the grounds, then the CINA petition is dismissed and the court case is closed.

FACILITATOR NOTES**Module 2: Intro to Case File**

Equipment/Supplies

- Myers' Case Study (Pages 1 – 71)
 - Slides (4): *Reading a Court Order*
-

What you should know

- Be knowledgeable of the Myers Case Study materials in order to be able to guide discussions and answer questions of the participants as you explain the documents
-

What to say/do

- Explain that important information can be found in a court order.
- **CUE SLIDE (1): *Reading a Court Order*** Describe the identified parts of the court order.
 1. The children's names – some jurisdictions include DOB
 2. Juvenile Court numbers
 3. Type of hearing
 4. Date of the hearing
 5. Who was present at the hearing
- **CUE SLIDE (2): Under the Court...FINDS:** the order will contain the facts that the Judge makes his/her order on.
- **CUE SLIDE(3): Under the Court Orders –**
 1. Code Sections for the CINA grounds is identified
 2. Date, time and type of next hearing is listed
 3. The remaining orders pertain to custody, placement and services for the children/family.
- **CUE SLIDE (4): Under the Court Orders –** participants will learn more about how to monitor a case further in this training. Participants will use the court orders as a guide in identifying key issues that need to be followed through with by the parties.
- **CUE SLIDE: *Case File Documents***
- DHS Social Report: This document contains background information about the family which helps Advocates have a better understanding of what the family has experienced. Note: Explain local practice in regard to social report (also known as social histories) as not all DHS workers complete social reports.
- Case Permanency Plan:
 - Explain that a CPP must be developed for each child under DHS care.
 - This plan is federally required to be done if the state wants to receive federal funding for their child welfare programming. What that document looks like is up to each individual state to determine, but certain key pieces of information must be included.
 - The CPP goals and action steps should be developed with the family. Often, a family team meeting is held to gather information to develop the CPP.
 - There are three sections to a CPP which you will learn more about in Module 4. Today we will focus on Part B, The Family Plan.

Important information obtained from court orders

- Child(ren)'s Date of Birth
- Date of hearing
- Reason(s) for adjudication
- Orders of the Court
- Juvenile Court Number(s)
- Parties who attended
- Facts of the case
- Next date/time/type of hearing

6. DHS Social Report (Pg. 44)

- Background information about the family's life story.

7. Case Permanency Plan (CPP) (Pg. 48)

The DHS case manager will create a CPP that includes, but is not limited to:

- Plans for carrying out the voluntary placement agreement or judicial determination pursuant to which the child entered care.
- Time frames to meet the stated permanency goal and short-term objectives.
- The type and appropriateness of the placement, and care and services to be provided to the child.
- The care and services that will be provided to the child, biological parents, and foster parents.
- How the care and services will meet the needs of the child while in care and will facilitate the child's return home or other permanent placement.
- The efforts to place the child with a relative.
- The rationale for an out-of-state placement, and the efforts to prevent such placement, if the child has been placed out of state.
- The most recent information available regarding the child's health and educational records.
- When a child is sixteen years of age or older, a written transition plan of services which, based upon an assessment of

FACILITATOR NOTES**Module 2: Intro to Case File**

Equipment/Supplies

- Myers Case Study
- Slide: next *Case File Documents – CPP – Part B Life Domains*

What you should know

- The discussion on the CPP is only meant to be a brief overview of the CPP and not an in-depth explanation. More details on each section are included in Module 4.
-

What to say/do

- **CUE SLIDE:** next *Case File Documents – CPP – Part B – Life Domains*
- Tell participants that the CPP life domains on page 51 of the manual are taken from the Myers Case Study (which begins on page 48 of the case study). Part B begins on page 51.
- Explain that there are five life domains used by the Department of Human Services to identify strengths and needs of families.
- Review the five domain categories with the participants (pg 40 of PM):
 - Child Well Being
 - Parental Capabilities
 - Family Safety
 - Family Interactions
 - Home Environment
- As you work on your case, you may identify additional needs that are not captured in the Case Permanency Plan (CPP) life domains.
- CASA Advocates often identify additional issues that appear to be in the best interests for the court and DHS to address and bring attention to these issues.
- Advocates may also identify barriers that exist that inhibit already outlined needs and goals in the CPP being successfully met.
- If that occurs, you should consult with the DHS caseworker about the identified need and advocate that services be initiated to address any unmet needs.
- When these are brought to the court and DHS' attention they could be added to court orders for DHS to provide services to address and to be complied with for successful permanency plan completion.

This is seen by many as the CASA Role working effectively for advocacy.

the child's needs, would assist the child in preparing for the transition from foster care to adulthood.

- The actions expected of the parent, guardian, or custodian in order for the department or agency to recommend that the court terminate a dispositional order for the child's out-of-home placement and for the department or agency to end its involvement with the child and the child's family.

CPP, Part B: Life Domains

Child Well-Being <i>(Identify the strengths or needs that impact the safety of the child, the well-being for the child and family, and permanency for the child)</i>		
<input checked="" type="checkbox"/> Child's Mental Health	<input checked="" type="checkbox"/> School Performance	<input checked="" type="checkbox"/> Relationship with Caregiver(s)
<input checked="" type="checkbox"/> Child's Behavior	<input type="checkbox"/> Motivation/Cooperation to stay with family	<input type="checkbox"/> Relationship with siblings
<input type="checkbox"/> Relationship with peers		
Parental Capabilities <i>(Identify the strengths or needs that impact the safety of the child, the well-being for the child and family, and permanency for the child)</i>		
<input checked="" type="checkbox"/> Supervision of Children	<input checked="" type="checkbox"/> Disciplinary Practices	<input checked="" type="checkbox"/> Developmental/enrichment
<input checked="" type="checkbox"/> Mental Health	<input type="checkbox"/> Physical Health	<input checked="" type="checkbox"/> Use of drugs/alcohol
Family Safety <i>(Identify the strengths or needs that impact the safety of the child, the well-being for the child and family, and permanency for the child)</i>		
<input checked="" type="checkbox"/> Physical abuse of child	<input type="checkbox"/> Sexual abuse of child	<input type="checkbox"/> Emotional abuse of child
<input checked="" type="checkbox"/> Neglect of child	<input type="checkbox"/> Domestic violence	
Family Interactions <i>(Identify the strengths or needs that impact the safety of the child, the well-being for the child and family, and permanency for the child)</i>		
<input checked="" type="checkbox"/> Bonding with child	<input checked="" type="checkbox"/> Expectations of child	<input type="checkbox"/> Mutual support within family
<input checked="" type="checkbox"/> Relationship between parent/caregivers		
Home Environment <i>(Identify the strengths or needs that impact the safety of the child, the well-being for the child and family, and permanency for the child)</i>		
<input checked="" type="checkbox"/> Housing stability	<input type="checkbox"/> Safety in community	<input type="checkbox"/> Habitability
<input checked="" type="checkbox"/> Food/Nutrition	<input checked="" type="checkbox"/> Financial management	<input type="checkbox"/> Personal hygiene
<input type="checkbox"/> Transportation	<input type="checkbox"/> Learning environment	<input checked="" type="checkbox"/> Income/employment

FACILITATOR NOTES**Module 2: Intro to Case File**

Equipment/Supplies

- Myers Case Study
- Slide: next *Case File Documents – Order to Appoint, NOA, Disposition Order*

What to say/do

- **CUE SLIDE:** *Case File Documents – Order to Appoint, NOA, Disposition Order*
- Order for CASA Appointment (Pg. 60): Review paragraph 2; reiterate that this order is only a release to obtain information about the child/ren listed on the order. It is not sufficient to obtain information about the parents. In Module 4, you will learn how to obtain releases from parents to obtain information about parents' participation and cooperation with services.
- Notice of Acceptance/Confidentiality Agreement by Advocate (Pg. 61): Explain to participants that this document signifies their acceptance of the case and agreement to fulfill the role of a CASA Advocate for the assigned child/ren for the duration of the case.
- Disposition Order (Pg. 69): Explain that the disposition order sets out the expectations of the parties to include services, evaluations, family interactions, etc.

8. Order for CASA Appointment (Pg. 60)
 - Advocate's release to obtain information about the child, see paragraph 2 of the Order for CASA Appointment.
9. Notice of Acceptance/Confidentiality Agreement by Advocate (Pg. 61)
 - The agreement by the Advocate and CASA Coach or Coordinator to fulfill responsibilities for the case assignment.
10. Disposition Order (Pg. 69)
 - This court order determines appropriate placement and services to promote parenting skills, direct reunification efforts, and detail expectations that need to be accomplished to move toward safe case closure.

Additional documents in the Myers case study include:

- a. applications and court orders in regard to ICWA applicability and mental health committals for Jackson Myers;
- b. school records for the children;
- c. criminal histories for parents; and
- d. an assessment on Amanda Myers.



FACILITATOR NOTES**Module 2: Case Action Plan**

Equipment/Supplies

- Handout #1: *Advocate Case Action Plan*
 - Slide: *Action Plan Development*
-

What you should know

- The activity is meant to encourage independent thinking for adult learning so the application activity is important.
 - It is designed to 1) help the advocates understand their independent investigation is an important function and 2) their ability to understand the state's outline of needs to be addressed as included in the CPP and monitor the progress and barriers related to that, is also an important function of the CASA role.
-

What to say/do

- HANDOUT #1: *Advocate Case Action Plan*
- Explain the Advocate Case Action Plan form. This is a fluid document that will help them organize their investigation and carry out their action plan. It is expected that they will collaborate with the CASA Coordinator/Coach to develop the action plan before making contacts on the case. Throughout the life of the case, the action plan may change as steps are completed and goals are met or new issues are identified.
- Participants will review the case file documents for the Myers family. Ask participants to look at the Case Permanency Plan for Jackson, Part B: Family Plan, pg 51. Provide an explanation of the life domains contained in Jackson's CPP, pointing out the areas of need within each domain.
- **CUE SLIDE:** *Action Plan Development*
- **ACTIVITY: Developing an Advocate Case Action Plan**
 - In pairs or individually, participants should work to complete as much of the Advocate Case Action Plan as they can (allow 30 minutes).
 - Participants will outline both their independent assessment of the issues of the case and what the State has outlined as case issues.
 - Wrap-up with a large group discussion, asking participants to share one issue they want to investigate and which key parties they would talk to in order to obtain more information.
 - Remind participants that valuable info is also found on the Case Summary Report. pg 62
 - Answer any questions participants have about developing an Advocate Case Action Plan.

Activity: Developing an Advocate Case Action Plan



After you've accepted a case assignment, one of your first tasks is to read the case file information to date. Work with a partner to complete the Advocate Case Action Plan form (Handout #1) as it relates to Jackson Myers and his family.

Use the Advocate Case Action Plan form to:

1. capture and organize information about the child, key parties and the services being provided to the child and/or family;
2. identify the strengths, needs and goals of the case to help frame your investigation;
3. list any questions you have and which key party is likely to have the information you need; and
4. list your next steps to further investigate and gather information about the child and case.

The Advocate Case Action Plan is a fluid document that Advocates will use throughout the life of a case. The information you will gather, from one reporting period to the next, and the outcomes of court hearings should be incorporated into your Case Action Plan and help guide your investigation. You will learn more about how to apply the four key components of the Advocate role throughout the training curriculum.

FACILITATOR NOTES**Module 2: Personal Permanency Plan**

- Handout #3: My Personal Permanency Plan
- Slide: *My Personal Permanency Plan*
- Slide: *Removed Part One Video* (first 5 minutes of video is shown here)
- Slide: *Review Outcomes*
- Slides: *Wrapping it Up*

What you should know

- 15 minutes for this topic
-

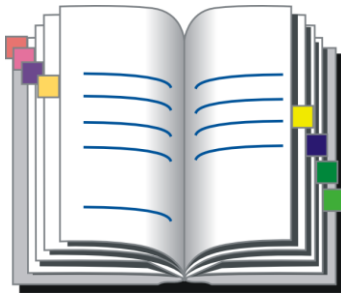
What to say/do

- As we've learned during this training, every case must have a permanency plan. **CUE SLIDE:** *My Personal Permanency Plan*. We are going to create our own personal plan.
- 1. **ACTIVITY: My Personal Permanency Plan.** Ask participants to fill out the "My Personal Permanency Plan" and sign it.
- 2. Ask them to share one or two of their time frames with the group.
- 3. After each person has a chance to share, ask them to pass their plan to the left.
- 4. Instruct participants to rip that plan in half and pass the plan to the person on the left. Take your time and instruct participants to rip that plan in half, and pass it to the left. Continue this pattern of pass and rip at approximately five times.
- 5. Then ask participants if they know where their plan is; are they able to locate their plan or attempt to return the plan to the correct person.
- 6. If they gather the pieces of their own plan in hand, ask them how they felt about their plan being torn up, bit by bit. Did they want to object to the destruction of their plan, did they keep an eye on it, did they want to take it back and protect their plan, and if they got it back did they have an urge to put it back together again?
- 7. Point out that this is often what we, as a system, do with children's lives. "Our" kids thought they knew at the beginning of the day where they were going to school, who they would sit by in class, who they would play with at recess. They knew at the end of the day who would be at home and even if it were not a safe situation, the familiar was what they looked forward to. They thought they knew where their siblings would be and where they would sleep at night. But in an effort to protect, we take their plans and rip them slowly up, because we believe it will be better for them, safer.....
- 8. Remind the participants their plans were just paper, and no one had the power to truly rip up their plan. Ask them to imagine a child's plan changing in a split second and having to try to understand where all the pieces went and how they would get them put all back together so things would make sense again.
- 9. Encourage participants as they move forward in this training and begin to learn more and more, that their advocacy will truly impact lives with each decision made, that we take this role seriously, and that we thank them for stepping into this important work.
- **CUE SLIDE:** *Removed Part One Video* (first 5 minutes of video is shown here)
- **ACTIVITY:** Watch video, then debrief. Ask them for their thoughts and state: We will continue this story during our training to illustrate our training issues.
- **CUE SLIDE:** *Review Outcomes*
- Recap this training module by highlighting the key points of this module: *Child Advocacy Fundamentals* and reviewing the learning outcomes outlined at the beginning of the module.

Activity: My Personal Permanency Plan

1. Complete the Handout: My Personal Permanency Plan and sign it
2. Facilitator will provide instructions for this activity
3. Discuss activity as large group.

Pre-Service Training Module 3: Exploring Concepts in Child Advocacy



Now that you have a basic understanding of the Advocate role, the principles that guide child welfare laws and advocacy work, and the juvenile court process, the next step in training is to complete a personal study in preparation for your next in-person training. The *Exploring Concepts in Child Advocacy* personal study will teach you what it means to be culturally competent; why this is so important for an Advocate to know; and understanding the factors affecting families and children, including the key stressors of poverty, substance abuse, mental illness and domestic violence and trauma. This will be an opportunity for you to not only learn the key information you need to know as an Advocate, but also more about what influences your own thinking and behavior. Once you have completed Module 3 you will read more in the case study and will submit your evaluation.

FACILITATOR NOTES**Module 2: Evaluation**

Equipment/Supplies

- Slide: *Wrapping it Up*
 - Evaluation in PM
-

What you should know

- 5 minutes for this topic
 - Have extra evaluations available.
-

What to say/do

- **CUE SLIDE:** *Wrapping It Up*
- Inform participants that their next step is to complete Module 3 as an independent study. They will also read more in the case study. They will be required to submit the evaluation of Module 3 prior to attending the Module 4 in-person session. All of these instructions will be found in Module 3.
- Ask participants to take five minutes to complete the Evaluation for this session found in their manual. Point out the likert scale: 6 is high down to 1 as low
- Ask them to return the completed evaluation to the facilitator before leaving.

Evaluation: Child Advocacy Fundamentals

Please complete this evaluation of the second pre-service training module.
Did you learn what was intended? (6 is high and 1 is low)

Learning Outcomes	Ratings					
	6	5	4	3	2	1
1. Identify the four key components of the Advocate role						
2. Identify the relevant federal laws that guide child advocacy work						
3. Identify the key parties involved in a juvenile court case and describe the role of each party						
4. Describe how a case moves through the juvenile court process from case assignment to case closure						
5. Demonstrate how to complete an initial Advocate Case Action Plan						
6. The content of this session was						
7. The notebook materials were						
8. The activities were						
9. The facilitator was						
10. Overall, I rate this session						

11. What was the most valuable to you?

12. Is there anything we could improve or do differently?

Name _____ Date _____

Thank you for your participation and feedback!